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THE UNIVERSITY OF ALBERTA
TEACHER TURNOVER
IN THE
GRANDE PRAIRIE PUBLIC SCHOOL SYSTEM

by



LINZEL VERNE CARMACK

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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "Teacher Turnover in the
Grande Prairie Public School System" submitted by
Linzell Verne Carmack in partial fulfilment of the require-
ments for the degree of Master of Education.



ABSTRACT

The purposes of this study were to give a factual description of the teacher turnover situation in Grande Prairie, and then to identify the cause or causes of the problem. It was intended that such information could form the basis for school board study and decision-making.

It was reasoned that, since human beings like to continue to live in environments which are pleasant, and since they usually persist in those activities which give them satisfaction or sense of well-being, teacher turnover in Grande Prairie might have either environmental causes or causes related to the teaching job. In short, it was reasoned, teachers left Grande Prairie either because of the community's physical conditions, or because their jobs were lacking in those characteristics which produced a high degree of satisfaction.

Five groups, including present teachers, school administrators, former teachers, board members, and a community group were chosen as groups from which information regarding the teacher turnover problem could be obtained. The present teachers were used as the main resource group.

The study posed a number of questions pertinent to the problem. Teacher satisfaction with the community,

teacher satisfaction with the school system, and a comparison of views related to the turnover phenomenon were the subjects upon which the questions were based.

The study indicated that, generally, teachers were less than satisfied with their community's physical and cultural aspects and its isolation from a larger centre. These views contrasted markedly with those of the school board and the community groups. On the matter of their jobs, apart from some indication of heavy work loads, teachers indicated high satisfaction. Related to these items, however, another fact from this study is clear: the majority of the teachers did not consider that their salaries were adequate compensation for the shortcomings of their situation.

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CHAPTER I

THE PROBLEM OF TEACHER TURNOVER IN THE GRANDE PRAIRIE PUBLIC SCHOOL SYSTEM

I. INTRODUCTION

The teaching body in Alberta in 1965 numbered about 14,000. By the nature of their occupation, teachers are in demand in all parts of the province, and, by nature of their profession, they possess high potential mobility. It is not uncommon nor is it considered particularly undesirable for an Alberta teacher, during his career, to gain experience in several communities differing in geography and climate and in a number of types of positions ranging from elementary teacher to secondary school principal. From the teachers' viewpoint, mobility is a right of the individual.

From the point of view of the administrator responsible for staffing, the mobility of the teacher is an aid to staff selection in some parts of the province. In other parts, it poses a problem in the retention of staff particularly in the rural and more remote sections of Alberta.

This study deals with the problem of the apparent high degree of teacher mobility in the urban community of Grande Prairie. As of 1965, Grande Prairie was a city of 11,000 people. Situated 300 miles northwest of Edmonton

on the Alaska Highway and 85 miles from Dawson Creek, B.C., it is in an agricultural area surrounded by mixed forest typical of northern Alberta. The climate of the Peace River region differs little from that of central Alberta. The heavy soil supports a mixed farming economy. Since the region is a relatively recently settled one, and since the population has, since World War II, shown considerable growth, the people of Grande Prairie are for the most part either first generation pioneers or newcomers. The public school system in Grande Prairie employed, at the time of this study, approximately 100 teachers and educated about 2,400 children. The Roman Catholic separate school system employed a staff of approximately 40 teachers and educated about 1,000 students.

Because Grande Prairie is an expanding community (its 1956 population was approximately 6,000) its school system is also expanding. New schools, expanded facilities, increased staff, and a high degree of staff turnover have all been characteristic of the Grande Prairie public school system. The latter characteristic, it is contended, has constituted a problem.

The remainder of this chapter will describe the nature of teacher turnover in this community, the significance of the problem, and the purposes of this particular study. The assumptions, limitations, and definitions of

terms will also be set out.

II. TEACHER TURNOVER IN GRANDE PRAIRIE

The Extent of Teacher Turnover in Grande Prairie

During the years 1960 to 1964, with which this study of teacher turnover deals, the total number of teachers leaving the Grande Prairie public school system was 125. For the year 1960, the number was 19. In 1961, 25 resignations took place. In 1962, 21 teachers left. The years 1963 and 1964 saw 25 and 35 teachers, respectively, leave the school system. In terms of percentages of total school staff, these figures range from as low as 27 per cent in 1962 to 37 per cent in 1964. The average teacher turnover for the years of this study was 32 per cent. These data are reported in Table I.

Classification of Mobile Teachers

In this study, an attempt was made to describe the typical mobile teacher in this school system. The leaving teacher was classified, therefore, according to sex and years of experience with the Grande Prairie School system.

For the years 1960 to 1964, resigning females numbered 14, 21, 15, 12 and 26 respectively. For the same years, leaving male teachers numbered 5, 4, 6, 13 and 9 respectively. Of the total of 125 leaving teachers, 70

TABLE I

TEACHER TURNOVER IN THE

GRANDE PRAIRIE PUBLIC SCHOOL SYSTEM

1960 - 1964

Year	Teachers Leaving	*Per cent of Total Staff
1960	19	31
1961	25	36
1962	21	27
1963	25	30
1964	35	37

* Average percentage for 1960 to 1964 was 32 per cent.

per cent were females. These data are reported in Table II.

In classifying the leaving teacher according to years of experience with the Grande Prairie public school system, three categories were chosen: those with up to 2 years experience; those with 3 or 4 years of experience; those with 5 or more years of experience. In reference to Table III, it will be noted that in each year, the resignations of the lowest-experience group exceeded the total resignations from the other two experience classifications. In fact, of the total of 125 leaving teachers, 93, or 74 per cent, had not stayed longer than two years with the system.

In summary, 70 per cent of the mobile teachers were female and 74 per cent had stayed 2 years or less with the school system.

The Comparative Extent of Teacher Turnover in Grande Prairie

For the purpose of viewing this school system's teacher turnover against that of other systems, data from 3 other small Alberta cities were obtained. It was assumed that Medicine Hat, Red Deer, and Camrose, other small urban localities in Alberta, could offer teacher turnover data that could be compared with that of Grande Prairie. Data gathered from these systems and for Grande Prairie are presented in Table IV.

TABLE II

CLASSIFICATION BY SEX OF TEACHERS RESIGNING FROM THE
 GRANDE PRAIRIE PUBLIC SCHOOL SYSTEM 1960 - 1964
 (N = 125)

Year	Male Teachers	*Female Teachers
1960	5	14
1961	4	21
1962	6	15
1963	13	12
1964	9	26
	<hr/>	<hr/>
Totals	37	88

* 70 per cent of the leaving teachers were females.

TABLE III

CLASSIFICATION OF RESIGNING TEACHERS

BY EXPERIENCE WITH THE

GRANDE PRAIRIE PUBLIC SCHOOL SYSTEM

(N = 125)

Year	Total No.	*Experience 0-2 Years	Experience 3-4 Years	Experience 5 Years or More
1960	19	15	3	1
1961	25	21	2	2
1962	21	17	2	2
1963	25	16	6	3
1964	35	24	9	2
Totals	125	93	22	10

* 74 per cent of leaving teachers had stayed in Grande Prairie two years or less.

TABLE IV

A COMPARISON OF PERCENTAGES OF TEACHER
 TURNOVER IN FOUR SMALL URBAN ALBERTA LOCALITIES
 1960 - 1964*

Year	Red Deer	Camrose	Medicine Hat	Grande Prairie
1960	*18	15	10	31
1961	22	12	12	36
1962	15	28	10	27
1963	19	12	13	30
1964	12	18	16	37
Averages	17	17	12	32

* All figures are percentages of total teaching staffs.

For the years of this study, teacher turnover in Red Deer was as low as 12 per cent of total staff and as high as 22 per cent. The average teacher turnover was 17 per cent.

The City of Camrose school system, during the years 1960 to 1964, experienced teacher turnover as low as 12 per cent and as high as 28 per cent of total staff, with an average of 17 per cent.

Teacher turnover in Medicine Hat ranged from a high of 16 per cent to a low of 10 per cent and averaged 12 per cent of total staff.

Teacher turnover percentages for Grande Prairie ranged from 27 per cent to 37 per cent with an average of 32 per cent of total staff.

Examination of these statistics indicates that teacher turnover in Grande Prairie was relatively high.

III. SIGNIFICANCE OF TEACHER TURNOVER

Significance to the Superintendent and to the School Board

The school boards of Alberta school districts bear much responsibility for organizing and operating school systems in accordance with provincial department regulations, and adequately in terms of satisfying the needs of the community's youth. Basic to this operation are the recruitment and placement of qualified and capable staff

suited to the educational program and somewhat adaptable to the community. These functions are the responsibility of the superintendent, the chief executive officer of the school board in the city of Grande Prairie. The higher the rate of teacher mobility, the heavier the burden of finding staff replacements.

To the school board and its personnel officer, a high degree of teacher continuity with the school system is both desirable and practical. (1) Good professional service and continuity are related. Because the establishment and execution of planned programs of study, and the building of a team-work relationship in the school system are in any system related to staff continuity, an inordinate amount of movement of teachers into and out of the employ of a school system may retard the system's accomplishment of long term programs. It also militates against the building of a strong educational unit upon which the community may rely and of which it may be proud.

The school board of the city of Grande Prairie Public School District were concerned with the high rate of teacher turnover in their district. This concern led to the board's requesting an investigation into the question: Why do teachers leave the Grande Prairie public school system? Assuming that dissatisfactions or a relatively low degree of satisfaction prompts individuals to alter their course of action, this study assessed the bases for teacher dis-

satisfactions with their community and/or with their jobs in the school system.

IV. PURPOSES OF THIS STUDY

This study of teacher turnover was undertaken in response to a request by the Grande Prairie public school board. It is a descriptive study with three purposes:

1. To describe the teacher turnover problem in the school system.
2. To attempt by various means to identify the causes for this problem.
3. To provide a basis of information for school board decision-making.

V. ASSUMPTIONS, DELIMITATIONS AND LIMITATIONS

Assumptions

These assumptions underly this study:

1. People know why they leave Grande Prairie.
2. People leave because they are dissatisfied.
3. The degree of mobility is related to the degree of dissatisfaction.

Delimitations

1. The years 1960 to 1964 inclusive were selected as the basis for this study of the causes of teacher turnover.

2. Because high mobility seemed to be prevalent at all levels, all teachers of the Grande Prairie school system, comprising grades one to twelve, were subjects of the study.

3. The Grande Prairie community non-teacher group of 150 people randomly selected were chosen on the following criteria: a. non-teachers, b. non-entrepreneurs, c. employees of firms having branch offices in Grande Prairie, d. professional (including managers), semi-professionals, clerical, and sales (not retail), e. both men and women.

4. The board members included in the study were those who held office between October 1960 and October 1964.

5. Though two relatively large school systems exist in Grande Prairie, this study attempted to deal with the public school system only.

Limitations

1. This study attempted to point to dissatisfaction areas related to the problem of teacher turnover; it was not a study of solutions to any problem.

2. This investigation concerned only the City of Grande Prairie Public School System and was thus not meant to be used as a general study of the causes of and the solutions for teacher turnover.

VI. DEFINITION OF TERMS

1. Former teachers: teachers who resigned from the Grande Prairie public school system between June 30, 1960 and June 30, 1964.

2. Administrators: principals, vice-principals, and assistant-principals employed by the system at the time of the study.

3. Board Members: school board members who held office in Grande Prairie during the period 1960 to 1964.

4. Community group: group of community members from Grande Prairie whose positions met the stated criteria.

5. Present teachers: all teachers employed in the Grande Prairie Public School System at the time of the study.

VII. SUMMARY

This chapter has attempted briefly to acquaint one with the community of Grande Prairie and to define and to describe the problem of teacher turnover in that community. Also, the significance of the problem has been considered. In relation to the problem, the purposes of this particular study, with assumptions and limitations, have been stated as those outcomes which may be considered feasible for a study of this level of sophistication, and which may be realistic in terms of the data available.

BIBLIOGRAPHY FOR CHAPTER I

- (1) Conville, R. J. and S. A. Anderson. "Teacher Turnover in Coles County, Illinois," Educational Administration and Supervision, XII (1956)

CHAPTER II

REVIEW OF LITERATURE RELATED TO TEACHER TURNOVER

I. INTRODUCTION

In this chapter the literature related to the subject of teacher turnover has been divided into two sections: Canadian Studies of Teacher Turnover and U.S. Studies.

These studies have been cited in order to show the various means of researching problems of this type, to broaden the reader's concepts of the subject and to draw attention to its unique features.

II. STUDIES OF TEACHER TURNOVER

Canadian Studies

T. H. Murray. Murray's study (1) undertaken in 1955, had as its aims the determination of any common annoying and frustrating experiences of ex-teachers which had caused them to quit teaching, and to make recommendations which would be useful in any program designed to alleviate the teacher shortage. From a sample of two hundred and twenty-one Alberta ex-teachers, questionnaires and interviews were used for data collection. Three major findings were: 1. Single female teacher dissatisfaction resulted mainly from high classroom enrollments, uncomfortable and

poorly equipped schools, and primitive living conditions mainly in the rural areas of Alberta. 2. Married females leave the profession mainly due to the pressure of family obligations and because of a lack of suitable living accommodation near the schools. 3. Male teacher dissatisfaction stemmed mainly from the profession's low economic compensation and from the profession's low prestige.

As recommendations to remedy the situation of high teacher turnover, Murray found two items most often mentioned by teachers: 1. Teacher salary scales must be improved. 2. Minimum qualifications for a teaching certificate must be raised.

In criticism of the adequacy of the study, a number of points should be raised. This study makes little attempt to diagnose the whole problem of teacher turnover. It is a survey of ex-teacher opinion. However, it does answer the question of why teachers leave the profession. In addition, gathering data from ex-teachers only is perhaps too narrow an approach to the problem of teacher turnover. Increasing dissatisfaction which finally results in a teacher's decision to move from a given area can be observed only by observing the person who is still in the profession. The questioning of more than one group and a cross-comparison technique using opinions of different groups as to the

desirability of a job or location would possibly have yielded more insight into the problem of why teachers leave. Further, a survey of opinion on the topic of teacher turnover does not lend itself to the task of acting to remedy causes for basic dissatisfaction. A questioning technique used to interpret basic dissatisfaction would have been more effective in pointing to recommended procedures that a school might take.

E. G. Hohn. A 1964 study (2) is related to the problem of teacher turnover; its immediate concern was with teacher transfer within the Edmonton public school system.

Its theoretical basis was the Guba model of internal administrative relationships. Hohn interpreted teacher transfer as evidence of job dissatisfaction which created alienating forces within the school. Thus he attempted to identify job dissatisfactions and thence measure the intensity of the alienating forces within the schools.

Using mailed questionnaires, data were collected from teachers who either transferred or requested transfer during the period June, 1961, to June, 1962. The questionnaires required respondents to indicate their personal and professional characteristics and to identify causes of teacher transfer from among six different groups of related factors pertinent to teacher transfer. The

study is based upon the 60 per cent of the schedules which were returned.

The group of factors found to be most influential in causing teacher transfer were personal or family factors. Administrative and supervisory factors were of secondary influence. Training and professional factors, pupil factors, and working conditions in that order completed the list of six factor groups of causes of teacher transfer.

The study linked causes of transfer with administrative control or the ability to effect and change such factors and thus the recommendations and implications are all aimed at having the school system administrators do something about the problem. More clear delegations of authority, more efficient staff utilization, more administrative leadership, better administrator-teacher communication, and teacher placement with respect to the locations of the teachers' homes were suggested.

By way of criticism of this study, it appears that the researcher set out to show that the administration is at fault and so tended to aim all of the implications at administrators. Also, it is evident that in every organization there is a degree of employer-employee tension. Affixing the responsibility for whatever mild tension exists may not be a high priority task.

In conclusion, because this thesis deals with local transfers within a large urban centre, its relation to this present study was slight. However, Hohn has shown the need for identifying basic dissatisfactions and using data collection instruments whose items will interpret these. This study will use a similar approach, interpreting teacher mobility in terms of basic components of broad dissatisfactions, identifying and comparing their intensities.

K. Francoeur. In 1963, Francoeur (3) studied the lay teachers of the Quebec Catholic School Commission. Four hundred seventy-two teachers participated in the project. A check list originally designed by Chase (4) was used to survey attitudes toward teaching and the system, the conditions of teaching and satisfaction derived from teaching, as well as an invitation for teachers to suggest changes in the system.

The section of the check list most relevant to the present study was the part dealing with the conditions of teaching where items were checked as to frequency. Of the 37 items in this section, only 6 rated high in dissatisfaction and were related to the curriculum; for example, the unattainability of the objectives of the curriculum, and the use made of subject matter in the curriculum. Professional assistance and stimulating leadership rated high in satisfaction. The study concludes with

some suggestions for minor system change. On the whole, the study shows a very high degree of teacher satisfaction within the system.

As in a number of studies of this type, there is an evident weakness in this one: the degree to which the questionnaire responses picture actual satisfactions and dissatisfactions is questionable. Generally, respondents will answer in the affirmative when asked: "You are satisfied, aren't you?". Subjects of surveys of a type directly questioning for dissatisfactions invariably want to impress an investigator favorably rather than unfavorably so that often a strong dissatisfaction, when investigated in greater depth, actually may appear to be relatively mild.

U. S. Studies

Conville and Anderson. Another study (5) attempted to determine the reasons for the high degree of school staff mobility to and from the County of Coles, Illinois. Between the years 1945 and 1955, this county was experiencing a teacher turnover of 17 per cent to 25 per cent. The national average in the U. S. was 15 per cent and figures as low as 10 per cent have been recorded. These writers argue that the retention of good staff is of utmost importance, and school systems which are stable and effective invariably display as one of their most outstanding characteristics, the long-term retention of

their teachers. Low staff mobility and high professional standards of teacher performance, it would seem, are related.

With regard to the school system of Coles County, it must be pointed out that during the 10 years with which the study was concerned, the population of the area increased by 20 per cent from 5,000 to 6,000, while the number of rooms declined by about 10 per cent from 265 to 240. Adding to these facts, what is commonly known about the post-war period with its business boom and shortage of teachers, one can see that the researchers addressed themselves to the solution of a very real and urgent problem: why did teachers leave this County?

The procedure used by the researchers consisted of mailing questionnaires to 190 former teachers who gave basic information concerning their length of stay, salary at time of leaving, years of education, et cetera, and who completed a checklist which used a fifteen-item index to describe all the conceivable reasons for which a teacher might leave a system. Of the 190 questionnaires mailed, 99 were returned.

The findings of the study fall into two categories: 1. Percentages for each of the fifteen items on the checklist of reasons for leaving the system. 2. Indications of the types of satisfactions that were experienced during the stay of the teachers in the County.

The major items of the checklist had to do with:

(a) salary - 39 per cent indicated that this was number one cause for their leaving; (b) 31 per cent were affected by the board's ruling that married women could no longer teach (a policy possibly adopted to draw more men into the school system); (c) 27 per cent listed the heavy extra-curricular load, which teachers were expected to carry, as their cause for quitting; (d) over-crowded classrooms was the cause for 21 per cent experiencing dissatisfaction; (e) approximately 15 per cent were affected by lack of school equipment, discipline problems, unhappy interpersonal relations, and domestic urgency; (f) lesser percentages were concerned with incompatibility, husband transfer and illness.

Indications of satisfaction during their stay in the County included such items as: (a) preference for the immediate community; (b) satisfaction with the gradual salary increases; (c) contentment with gradual increase in teacher education by summer and evening study.

Five simple, broad statements were used in this report to summarize the implications.

1. Teacher stability is closely related to economic security. Comparatively high salaries attract professional teachers.

2. Administrators must realize the need for providing two items of high importance in the retention of staff and the efficiency of education in the classroom: (a) reasonable class loads; (b) adequate instructional materials.

3. Administrators and boards, in recruiting, must feel obligated to provide prospective teachers with accurate and complete job descriptions in terms of subject matter and non-teaching responsibilities.

4. Taxpayers must come to recognize the need for providing adequate rooms for present and projected enrolments.

5. Parents need to see that the school in accepting the large share of child training now being allocated to it, must have parental co-operation, support, and understanding.

In evaluating and criticising this research, one should observe that, though this study employed the very simple procedure of surveying a number of ex-teachers to find out their reasons for leaving the system, the conclusions were stated rather firmly. No doubt, it lent support to rather inconclusive answers that were probably already in the minds of those concerned with the problem. However, its low degree of sophistication as a piece of research places this study in a position of dubious value; it uses only one group as a data source and makes no attempt to qualify teacher

mobility in terms of basic dissatisfactions. This study is used widely in other papers on the subject of teacher turnover; such use may not be warranted.

Anders. Anders (6) deals with the exit interview that is designed to find out in industry why people leave their job or profession. It is a management device to find ways in which employee conditions or relations can be improved. It is a straight forward questionnaire designed to get at employee feeling. Through its use in industry, Anders has found that lowered morale, promise of higher pay elsewhere, need for a change in work, and a trend for people to move to a larger place with its increased opportunity and anonymity are chief causes for worker mobility. He suggests that the exit interview could be used for teachers in that it could be made a "condition of resignation". It might have the effect of stabilizing the highly mobile teacher and of course lend more teacher continuity to school staffs.

Dunn. Dunn, in a 1961 article, (7) further pursues the idea of the exit interview. He reminds his reader that the usual resignation gives no clue of the reason for the discontinuation of service. He uses Leonia, New Jersey, as an example of the bad effects due to high teacher turnover; in the years 1955 to 1959, this school district experienced a 72 per cent turnover of teachers.

With the use of the exit interview, it was found that one administrator and one supervisor, and one school board attitude were responsible for teachers leaving. After remedial action was taken, the mobility percentage dropped drastically. He points to the exit interview as an instrument to find reasons for professional dissatisfaction. Its use calls for remedial action by the school board which may find that recommendations are hard to accept and implement.

Philips. Philips (8) reports a survey carried out in Indiana, U. S. A. The study sprung from a desire to improve on the recruitment methods being used to hire new teachers. From statistics across the United States, teacher turnover was rated at about 8 per cent of total staff per year on the average. There may be a strong relationship between teacher turnover and apparent teacher shortages at the system level. Two facts of interest were pointed out: two-thirds of all mobile teachers are women; the highest turnover figures come from the rural areas where shortages are most severe. A large percentage of women quit teaching for domestic and personal reasons, while it is considered that the men quitting are doing so to enter other jobs or professions. Generally, the kind of men who are leaving the schools in the highest numbers are the younger and best trained. In order of importance, the reasons for teachers leaving this Indiana county were:

better salary elsewhere, newer schools or facilities elsewhere, moving nearer to home, experiencing differences with officials, easier jobs elsewhere, and moving because of husband transfer. Many spoke of returning to the profession at a later date.

Philips offered the following recommendations:

(a) raise teacher salaries especially at the lower levels; (b) make salary adjustments for men teachers; (c) encourage boards to hire part-time women teachers; (d) make teacher loads reasonable; (e) provide better facilities; (f) offer teachers better job security; (g) expand efforts to recruit the best trained for the teaching profession.

McLaughlin and Nicholson. A survey of teacher dissatisfaction in a California school district is reported by McLaughlin and Nicholson (9). The article lists the following causes for teacher dissatisfaction in order of importance: clerical work, supervisory duties, salary, meetings, inadequate equipment, poor discipline, bad student attitudes, administrator relations, parent conferences, over-enrolment, and interruptions to classes. All of these dissatisfactions appear to be intra-school and do not deal with many of the extra-curricular conditions, et cetera, put forth by other studies as reasons for mobility.

Dejnoska. Dejnoska, in a 1959 article, (10) offers school boards a salary schedule designed to lower teacher mobility. It embodies the following principles: (a) pay boosts are given at five, ten and twenty years of continuous local service; (b) it rewards the competent "locally tenured" teacher; (c) it protects the investment instead of using salary money to train people new to the system, it is used to hold teachers well acquainted with the system, its methods and problems; (d) it rewards the "non-jumper" and discourages teachers from moving for nominal pay increases.

Bartram. Bartram (11) takes a novel approach to the subject of teacher turnover, declaring that all the capable and enthusiastic teachers sooner or later quit the profession. It appears that he is making a plea for more individuality and self-determination on the behalf of teachers. He mentions the pedagogical cliches, professional isolationism, and the bombardment of educational jargon on the capable and resourceful teacher as great hindrances to his being satisfied with the profession. He calls for teachers to stand up and be people, worthy of the recognition they deserve, rather than accept the brand name of a member of an inferior profession.

Charters. In a well-known study, Charters (12) reports that in 1955, in the United States, 25 per cent of the high school teachers moved. In schools of 10 teachers

or less, the average was 30 per cent. The percentage declined as the size of the school increased. Teacher turnover is closely related to both school size and salary. In the rural area, Charters saw two groups: the young well qualified with low salaries who tend to move to better their positions, and the old poorly qualified who are inclined to stay because their homes are there in the rural community. He observed that studies of this type aiming to determine causes of teacher turnover must examine teacher goals and aspirations rather than merely consider short-term behavior. He concluded by saying that he felt that some teachers are "turnover prone" and some are "non-turnover prone" and that school districts, because of their physical and administrative characteristics, attract either one or the other.

III. CONCLUDING STATEMENT

The purposes of this chapter have been: (1) to provide a background of research methodology pertinent to this subject, and, (2) to examine the reasons for teacher mobility suggested in the literature.

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CHAPTER III

RESEARCH DESIGN

I. INTRODUCTION

In this chapter the basic questions of the study are stated, the types of data needed for the answering of the questions are described, and the procedures taken to procure the necessary data are related.

II. THE QUESTIONS

This study of teacher turnover is based upon a number of questions pertinent to the topic. The first question is related to teacher satisfaction with the community. The second question is related to teacher satisfaction in his job with the school system. The third question involves a number of sub-questions aimed at getting comparative information to round out one's view of the teacher turnover situation.

1. Does the community meet the expectations for the cultural and physical amenities of life which teachers hold?

2. Is the school system perceived as offering to teachers the job satisfaction expected from an employing organization?

3. General information:

a. What stated reasons do former teachers

give for entering the Grande Prairie school system?

b. What stated reasons do the former teachers give for leaving the Grande Prairie school system?

c. Do the teacher views regarding the community appear to be unique in the community?

d. Do the administrators identify with the teachers in their views of the community and school system?

e. On the subject of retaining teachers in Grande Prairie, does the board reflect the opinions of the community group?

f. Are there differences of opinion between the teachers and the board regarding the reasons for teacher turnover?

III. ANSWERING THE QUESTIONS

In order to answer these questions, certain elements were chosen to describe the community: (1) the physical conditions (climate and weather), (2) social relationships, (3) the environmental conditions (cultural, economic, and religious). The five elements describing the teachers' jobs were: (1) teachers' salaries, (2) job security, (3) association with administrative personnel,

- (4) association with the school board or system, and
- (5) the working conditions or facilities. Data pertaining to each element and in turn relating to either of the first two major questions had to be obtained.

IV. DATA COLLECTION AND TREATMENT

The Questionnaires

Five different questionnaires were mailed, one for each of the following sub-samples: present teachers, former teachers, administrators, school board members and a community group. Though the questionnaires differed as to format and covering letter, they were similar in that they each contained a set of core questions.

The questionnaire items were constructed around the two major questions referred to earlier, viz. satisfaction with the community, and satisfaction with the teaching job. Every one of the core questions was related to either of the two main research questions. Each questionnaire item was designed to solicit opinion related to one of the two major questions of the study. Furthermore, each item was related to one or another of the eight sub-areas of dissatisfaction. A frequency count indicating majority opinion on each item was used to show relative dissatisfaction or satisfaction. For example, if a question regarding opinion on the adequacy of the shopping facilities in Grande Prairie were answered negatively by a majority of

the respondents, that score would be interpreted as perceived inadequacy in the economic environment which would, in turn, be viewed as contributing to teacher mobility.

Sub-Samples

The former teachers. This group, numbering 125, were mailed questionnaires for the purpose of getting information on why they entered and why they left the school system. See Tables VI and VII for reports of this data.

The administrators. Some 14 school administrators were mailed questionnaires for the purpose of soliciting their viewpoints regarding the community and the school system and to determine whether this relatively stable group did identify with the teachers in their attitudes relating to the two major questions.

The school board members. Though this group was small (only 9 members), it was vitally concerned with the problem under study. Trustees' views of the community and of the teachers' employment situation were needed in order to compare their perceptions with those of the teachers. Also, since the school board is an elected body, it was also considered important to show its degree of representativeness of the community in the attitudes and views it expressed in relation to the two major questions.

The community group. This group numbering 150 was chosen as an opinion resource group somewhat paralleling the present teachers. Opinions regarding the community were obtained from this group to determine whether, in fact, teacher opinion of the community was unique. As indicated above, such opinions were also used for comparative purposes to test the representative nature of school board attitudes to the problem.

The present teachers. This group of 89 teachers was the main sub-sample for the study. Rather lengthy questionnaires were the instruments used to determine teacher attitudes to each of the eight elements of their life and work in the community of Grande Prairie.

Procedures

Each of the five questionnaires was mailed to the respective groups and, except for those sent to former teachers and community members, distribution and return were facilitated by the co-operation of the Grande Prairie Principals' Association.

All of the questionnaire items were summarized in frequency tables. Majority and minority opinions were used as general indicators of sources of satisfactions and dissatisfactions.

V. SUMMARY

This chapter includes the following information:

(1) the questions posed by the study, (2) the methods of collecting data, and (3) the procedures used in carrying out the study.

The major questions of the study were stated:

teachers leave Grande Prairie for either of two reasons:

(1) cultural and physical amenities in the community may not be meeting teacher expectations, and, (2) job satisfaction may not be meeting teacher expectations. The data collecting instruments, the questionnaires, were described. The method of using frequency counts to indicate majority opinion was explained.

CHAPTER IV

TEACHER TURNOVER IN GRANDE PRAIRIE

Introduction

This chapter will deal with reasons advanced by former teachers for coming to and for leaving the Grande Prairie school system, the attitudes of the present teachers toward the community, and, the attitudes of the present teachers toward the school system.

A Description of the Sub-samples

Five sub-samples were selected. The present teachers ($n = 79$) were selected as the basis for the main part of this study. Of the 89 questionnaires sent out, 75 questionnaires, or 84 per cent were completed and returned. The former teachers of the years 1960 to 1964 were questioned regarding their reasons for coming into and leaving the school system. Of the 125 questionnaires sent to them, 78, or 62 per cent were returned. Former and present board members for the years 1960 to 1964 were sent questionnaires to solicit their opinions regarding the community and the school system. Eight of the 9, or 89 per cent of the board members returned completed questionnaires. To give better understanding of Grande Prairie community attitudes, questionnaires were mailed to a community group of 150. Of these, 79 replied, making a 53 per cent return for that group. One other sub-sample, the school administrators,

were mailed questionnaires. All of their 14 questionnaires were completed and returned.

For the main analysis of this study, the data from 75 present teacher questionnaires were used. This group was, at the time of the study, working in the school system in question and living in the community. The rate of questionnaire returns from this group was relatively high. The board members and community group could not view the job and the community from the teachers' viewpoint. The administrator group was a special one enjoying special standing and showing little turnover. Former teachers, it could be assumed, would have changed many of their perceptions of the situation in a system which was a fast-growing one and from which they had been absent for as long as five years. Using only the present teacher group to study the high rate of teacher turnover was valid, therefore, since only those directly concerned with it could supply data regarding their satisfactions and the perceptions which prompted their decisions.

Table V indicates the resource groups, the number of questionnaires mailed to each, and percentages of questionnaire returns.

TABLE V

DESCRIPTION OF SUB-SAMPLES
AND QUESTIONNAIRE RETURNS

Sub-Samples	No. Mailed	No. Returned	Percentages
Administrators	14	14	100
Board members	9	8	89
Community group	150	79	53
Former teachers	125	78	62
Present teachers	89	75	84

Reasons Advanced by Former Teachers for Entering the Grande Prairie City School System

The reasons advanced by the former teacher group for entering the Grande Prairie city school system have been classified under ten headings and are shown in Table VI. An additional heading includes 10 respondents who did not answer that particular question on the questionnaire.

From this data, one may observe that family and domestic circumstances, adventure, and bursary obligations accounted for 54 per cent of the reasons advanced. It is also evident from these data that the bustle of a growing town and the new challenge in the growing school system, publicity by the school superintendent, school officials, and friends, accounted for an additional 33 per cent of the teachers' decisions to choose Grande Prairie in which to live and teach.

Reasons Advanced by Former Teachers for Leaving the Grande Prairie City School System

The reasons advanced by the former teachers group for leaving the Grande Prairie city school system have been grouped under 9 headings with an additional heading to include those not giving stated reasons. These data are shown in Table VII.

From these data, one may observe that personal reasons, family obligations, further education, retirement,

TABLE VI

REASONS ADVANCED BY FORMER TEACHERS

FOR ENTERING THE

GRANDE PRAIRIE CITY SCHOOL SYSTEM

(N = 78)

Reasons	No. of Teachers	Percentages
Husband works here	17	22
Adventure - "wanted to see North"	10	13
Bursary obligations	8	10
Grande Prairie is hometown	7	9
Saw and liked the growing town	6	8
Superintendent influenced me	5	6
New challenge...growing school system	5	6
A school official influenced me	4	5
Friends there influenced me	4	5
Increase in pay over my former job	2	3
No stated reason	10	13
	78	100
Totals		

TABLE VII

REASONS ADVANCED BY FORMER TEACHERS

FOR LEAVING THE

GRANDE PRAIRIE CITY SCHOOL SYSTEM

(N = 78)

Reasons	No. of Teachers	Percentages
Personal (incl. domestic and matrimony)	20	26
Husband transferred	15	19
Left for better position	12	15
Left for better salary	7	9
Left for further education	6	8
Retired from the profession	5	6
Left to travel	3	4
Disappointment with school system	3	4
Contract not renewed	2	3
No stated reason	5	6
	<hr/>	<hr/>
Totals	78	100

and travel accounted for 63 per cent of the decisions to leave the school system. These reasons, one might suggest, are somewhat unrelated to the teachers' place in the community or school system.

The reasons related to the community and job such as position, salary, disappointment with the school system, and non-renewal of contract, accounted for 31 per cent of those advanced.

Present Teacher Views of the Community

Teacher attitudes toward the community were assessed from the data reported in Tables VIII, IX, and X.

Climatic and Physical Conditions. This group of questions and responses, reported in Table VIII, sought to determine teachers' attitudes toward Grande Prairie's weather, its muddy conditions, the resulting problem of keeping clothing clean, and the community's isolation from the nearest big centre, Edmonton.

In answer to the first question regarding Grande Prairie's weather and climate as compared with that of other parts of Alberta, the teachers registered a general dislike: 51 respondents, more than two-thirds, answered "no", while 16 responded "yes". Grande Prairie's muddy conditions bothered 80 per cent of the teachers to some degree. Fourteen of the group expressed the opinion that

TABLE VIII

PRESENT TEACHER RESPONSES

REGARDING

GRANDE PRAIRIE CLIMATIC AND PHYSICAL CONDITIONS

(N = 75)

*No.	Questions	Responses	
C2	Like weather and climate	**Yes	16
		No	51
C3	Grande Prairie mud bothers one	A little	40
		A lot	20
		You don't notice it	14
C5	Keeping clothing clean	Difficult	18
		No more so than elsewhere	52
		No problem	5
C7	300 miles from Edmonton	Bothers a little	33
		Bothers a lot	23
		Makes no difference	19

* See appendix for the present teacher questionnaire

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

they didn't notice it as a problem. On the item concerned with keeping clothing clean, 18 of the group expressed difficulty; 52 did not see it as a problem unique to Grande Prairie; 5 respondents replied that it presented no problem. On the question of Grande Prairie's distance from Edmonton, 56 of the teachers, or 75 per cent, considered the relative isolation more or less bothersome. The remaining 19 professed that Edmonton's distance away made no difference to them.

Social Relationships. This group of questions and responses regarding the teacher views of the social relationships in Grande Prairie are reported in Table IX.

Over half of the respondents considered that Grande Prairie welcomed newcomers; however, 34 teachers did not consider it so. Almost as many, 27 teachers, considered that it was a difficult community for a newcomer to fit into. As to the question of private home entertaining, though a large majority indicated considerable activity, almost one fourth of the respondents indicated that they seldom entertained or were entertained. A similar group, identical in number, indicated no church or club association and less than half of the group had the feeling of belongingness to a social group in the community. Just less than half of the teachers, 35 in number, indicated that they associated with people they called friends. An 85 per cent

TABLE IX
PRESENT TEACHER RESPONSES
REGARDING
GRANDE PRAIRIE SOCIAL RELATIONSHIPS
(N = 75)

*No.	Questions	Responses	
C 9b	Welcomes outsiders	**Yes	38
		No	34
C10	Newcomer "fits in"	Very easy	5
		Easy	39
		Difficult	27
C13	Entertaining in homes	At least once a month	29
		At least once a week	27
		Seldom	18
C14	Church or club association	Actively	31
		Inactively	24
		Not at all	18
C16a	Belong to a social group	Yes	34
		No	37
C16b	Describe association group	Friends	35
		Acquaintances	17
C19	Grande Prairie "small townish"	Agree	64
		Disagree	5

* See appendix for the present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

majority perceived Grande Prairie as "small townish" - still too small in physical size and outlook for a teacher to enjoy a private life and avoid having his personal affairs become public gossip.

Environmental (Cultural and Economic) Conditions.

This group of questions and responses related to teacher perceptions of the desirability of the community in its cultural and economic aspects is reported in Table X.

In regards to living in Grande Prairie, 57, or three-fourths, of the teachers indicated that they either liked it very much or at least accepted it as being as good a place to live as anywhere. The remaining 18 respondents indicated that they tolerated it or disliked it. Two-thirds of the group indicated that the shopping facilities of the town were adequate or even good. The remaining one-third saw these facilities as leaving much to be desired. More than 80 per cent felt Grande Prairie living costs were higher than most other places in Alberta. Apart from 2 who considered them not extra-ordinarily high, the remaining 12 teachers felt that costs differed little from elsewhere.

The remaining questions of this section are related to Grande Prairie's cultural atmosphere. A majority, 56 per cent, looked forward to getting to the larger center, Edmonton, as often as possible whether in the line of business or pleasure. About the same proportion expressed the feeling

TABLE X
PRESENT TEACHER RESPONSES
REGARDING
GRANDE PRAIRIE ENVIRONMENT (CULTURAL AND ECONOMIC)
(N = 75)

*No.	Questions	Responses
C1	Living in Grande Prairie	**Like it very much 24
		As good as anywhere else 33
		Tolerate it 16
		Dislike it very much 2
C4	Assess shopping facilities	Leave...desired 25
		Adequate 42
		Good 8
C6	Living expense higher	Yes 61
		No 2
		About the same as 12
C8	Trips to Edmonton	Yes 42
		No 33
C11	Community value on education	Yes definitely 10
		To some extent 37
		Not high enough 26
C12	Cultural opportunities	Yes 40
		No 32
C17	Good influence environment	Yes 18
		No 9
		As good as anywhere 48

* See appendix for the present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

that the cultural opportunities and environment of Grande Prairie were adequate. As for approving of the level of perceived value that the community placed on education, 63 teachers (84 per cent) expressed some concern. Twenty-six of these said that value placed by the community on education was not high enough, while the remaining 37 conceded that the community placed only some value on education. Almost 90 per cent accepted the community's child-rearing environment as either good or as good as that found anywhere.

The Present Teachers' View of the School System

Five aspects of the school system were chosen for bases on which teacher attitudes and judgments might be observed. These aspects were: Teacher Salaries; Security of Job; Association with Administrative Personnel; Association with the School Board and System; and Working Conditions and Facilities. The present teacher questionnaires contain items related to each of these categories. This data will be found, complete with questions in abbreviated form, in Tables XI, XII, XIII, XIV and XV respectively.

Teacher Salaries. This group of questions and responses, reported in Table XI, attempted to determine Grande Prairie teacher assessments of the salaries they were paid, the standard of living for which these salaries

TABLE XI

PRESENT TEACHER RESPONSES

REGARDING

SCHOOL SYSTEM TEACHER SALARIES

(N = 75)

*No.	Questions	Responses	
J3	Salaries better elsewhere	Yes	44
		No	5
		About the same	25
J4	Standard of living	**Yes	25
		No	39
		Hardly	10
J6	Premium salary scale	Yes	64
		No	10

* See appendix for the present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

allowed, and their attitudes toward the introduction of a premium salary scale.

Comparing this system's salaries with teacher salaries elsewhere in Alberta, 44 of the teachers, 58 per cent, expressed the feeling that their salaries were lower. The remaining 42 per cent saw them as better or at least comparable. In placing salaries in relation to costs in Grande Prairie, two-thirds of the teachers either felt that their standard of living was suffering, or was on the point of doing so, because of their salary level. A premium salary scale, one definitely higher than that offered in more central Alberta cities, was viewed by 85 per cent of the respondents as being the school system's answer to the problem of attracting and holding teachers.

Security of Job. This group of questions and responses, reported in Table XII, attempted to determine the degree of job security that the teachers felt in the school system. The possibility of being replaced and the feeling of being able to hold their present jobs were the subjects of the questionnaire items.

In considering the question of their being replaced by teachers with lesser experience or lesser qualifications who, therefore, cost the system less, teachers expressed little fear of replacement. Only 9 of

TABLE XII

PRESENT TEACHER RESPONSES

REGARDING

TEACHER JOB SECURITY

(N = 75)

*No.	Questions	Responses	
J5	Possibility of being replaced	Yes	2
		No	66
		Possibly	7
J10	Security in holding your position	**Yes	57
		No	2
		Somewhat doubtful	14

* See appendix for the present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

the 75 respondents checked this as imminent or even possibly so. Similarly, three-fourths of the teachers expressed a strong sense of security in being able to hold their positions. However, the remaining 16 respondents said that they felt no job security or, at least that their security was in doubt.

Association with Administrative Personnel. This group of questions and responses, reported in Table XIII, was framed to determine the degree of rapport teachers felt between themselves and the school administrators with which they worked. Job appointments, work load assignment procedures, relationships with the superintendent and the clarity of the lines of administrative authority were some of the topics of this area of inquiry.

In the area of job appointments, 80 per cent of the teachers registered no dissatisfaction. The remaining respondents indicated some, in which both the superintendent and a principal was involved. Of those questioned, 73 indicated that their qualifications fitted their job appointments, if not very well, at least partly. In the matter of the procedure for assigning the teachers' work loads, more than two-thirds indicated that they felt it was satisfactory. Almost 90 per cent of the teachers expressed confidence in the superintendent's helper-supervisor role. Only one respondent expressed no confidence and 8 expressed

TABLE XIII
PRESENT TEACHER RESPONSES
REGARDING
ASSOCIATION WITH ADMINISTRATIVE PERSONNEL
(N = 75)

*No.	Questions	Responses
S1	Job appointment	Some 15
		None 60
S2	Qualifications matching job	Yes 58
		No 2
		Partly 15
S7b	Work load assignment procedures	Satisfactory 53
		Unsatisfactory 15
S8	Superintendent helping-supervising	Yes 66
		No 1
		Doubtful 8
S9	Relationship with superintendent	Congenial 51
		Business-like 18
		Slightly apprehensive 4
J8	Lines of administrative authority	Very Clear 11
		Very Fuzzy 10
		**Clear Enough 52

* See appendix for the present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

doubt. On the subject of rating their relationship with the superintendent, only 4 teachers checked "slightly apprehensive", while the rest considered their relationship as congenial or business-like. Over 80 per cent of the teachers considered the lines of administrative authority were clear enough or even very clear.

Association with the School Board and System.

This group of questions and responses, reported in Table XIV, was intended to elicit teacher attitudes toward working with the school board in this school system. Board appreciation and respect for the teacher group, the modernity of the system in terms of innovation and room for teacher creativity, teacher orientation procedures, and the teachers' general satisfaction with the school system in its job of offering education to the community, were in question here.

Responses to the item regarding board appreciation of teacher effort showed that 80 per cent of the teachers felt that a good relationship existed, i.e., the board did appreciate their work. Only 5 teachers perceived the board as unappreciative. On the question of board respect for the educated opinions of its school staffs, all but 6 of the teachers expressed the opinion that the board did respect their opinions to a lesser or greater degree. More than two-thirds were of the opinion that the school system did have up-to-date features in vogue elsewhere in Alberta,

TABLE XIV

PRESENT TEACHER RESPONSES REGARDING
ASSOCIATION WITH SCHOOL BOARD AND SYSTEM

(N = 75)

*No.	Questions	Responses	
S 3	Board appreciates you	Some	60
		Little	10
		Not at all	5
S 4	Board respects teacher opinion	Some	46
		Little	14
		None	6
		Much	6
S 5	System lacks innovations	Yes	24
		No	51
S 6a	Freedom for creativity	Yes	72
		No	3
S 6b	Advancement opportunity	Yes	31
		No	23
		Doubtful	19
S10	Helps new teachers get started	Yes	37
		No	31
J 2	Job satisfaction	Very pleased	53
		Indifferent	10
		Displeased	11
J 7	Planning on staying	Several Years	25
		Year or two	32
		Not after this year	16
J 9	Teacher work load	**Heavy	39
		Comfortable	34
		Light	1
J11	Total education offering	Good	51
		Lacking	15
		In Trouble	8
		Better	1

* See appendix for present teacher questionnaire.

** Cases where a total number of responses does not equal 75 are accounted for by the incompleteness of some questionnaires.

and there was all but unanimous opinion that the system offered room for creativity or the introduction of teachers' own ideas. However, expectations for advancement with the system were limited: 23 saw no possibility of it; 19 were doubtful of the opportunities; and only 31 saw advancement opportunities for themselves in their subject fields or in administration. Only half of this group perceived the school system as one in which new teachers received orientation into their jobs. Job satisfaction was registered as very high by 53, or over 71 per cent, of the teachers. The remainder indicated either indifferent satisfaction or even outright displeasure. One-third of the respondents said that they planned to stay in the system for several years, whereas almost two-thirds indicated that they planned to stay at the most only two more years. Just more than half of the teachers felt that teacher work load in this system was heavy, whereas the remainder, except for one, felt that most teachers were just comfortably busy. On the question of assessing the total education program which the system offered, over two-thirds of the teachers felt that it was as good or better than that of any Alberta city of comparable size. Twenty per cent were concerned about its lack in producing pride of achievement. A 10 per cent minority felt that the system was in trouble, though they were unable to say specifically why.

Working Conditions and Facilities. This question area, reported in Table XV, was framed to determine teacher perceptions of the adequacy of the school buildings and facilities. More than 90 per cent of the teachers indicated satisfaction regarding the buildings and facilities with which they worked. Five teachers indicated that the conditions and equipment with which teachers must work were flatly not adequate. Ninety per cent perceived them as adequate, improving and even exceptional.

Summary

From the data presented in this chapter one may observe that a majority of the former teachers entered the Grande Prairie school system for reasons somewhat unrelated to their jobs. Similarly, a majority left the employ of the school system for reasons unrelated to their place in the school system.

With regard to teachers' attitudes toward the community, Grande Prairie teachers generally agreed on its undesirable physical aspects. In spite of a minority opinion to the contrary, a majority, however, felt that they had been accepted socially, and, though costs were admittedly high, still the community's cultural and economic environment was acceptable.

TABLE XV

PRESENT TEACHER RESPONSES

REGARDING

WORKING CONDITIONS AND FACILITIES

(N = 75)

*No.	Questions	Responses	
C21	School buildings and equipment	Not adequate	5
		Improving	31
		Adequate	33
		Exceptionally adequate	6

* See appendix for present teacher questionnaire.

With regard to teacher attitudes toward the school system, teachers perceived the school system, its administration, and the facilities as good. Dissatisfaction was expressed, by some, with salary levels, work load, and their level of job satisfaction.

CHAPTER V

SOME COMPARISONS OF VARIOUS GROUP OPINIONS

Introduction

For the purposes of this study, information was elicited from 5 resource groups. Former teachers supplied data needed to describe teacher reasons for coming to and leaving the school system. Information from the present teachers, the prime resource group, forms the basis for the main body of the data analysis. The remaining groups, community members, board members and school administrators, all vitally involved in the education system, were questioned to provide a broader base of information and to make some comparisons possible.

Administrator responses were compared with present teacher responses to indicate whether and to what degree they identified with the larger group, the present teachers. The present teacher responses regarding the community were similarly compared with these responses of the community group. If the teacher view of the community was unique to teachers, this analysis should have indicated such. Board member views of both the community and the school system were compared with the community group's views on the same subjects. The board's degree of representativeness of its community should have been evidenced

in this analysis. Using the present teacher responses and board member views, a number of other specific comparisons were made. These might have shown areas of misunderstanding or differences of opinion of significance in the solution of any problem. Relevant data that have not already been presented in table form, will be included in this section.

Present Teachers and Administrators Views of the Community:

A Comparison

In this comparative analysis, an attempt was made to determine the degree to which the administrators did identify with the teachers in their views of the community. For present teacher views of the community, refer to Tables VIII, IX and X.

Administrator Views of the Climatic Conditions.

This group of questions and responses, reported in Table XVI, sought to determine administrator attitudes toward the weather and climate of Grande Prairie, and the city's isolation relative to Edmonton. Eight of the 14 administrators indicated that they liked Grande Prairie's weather and climate as well as or better than that of other parts of Alberta. However, to the question of Grande Prairie's distance from Edmonton, 11 of the 14 indicated that the distance bothered them in some degree.

TABLE XVI
ADMINISTRATOR VIEWS OF
CLIMATIC AND PHYSICAL CONDITIONS
(N - 14)

*No.	Questions	Responses	
C11	Like weather and climate	Yes	3
		No	6
		As well as	5
C14	300 miles from Edmonton	A little	6
		Much	4
		Makes no difference	3

* See appendix for the administrator questionnaire.

Administrator Views of the Social Relationships.

Data on this topic are reported in Table XVII, to reflect administrators' opinions of Grande Prairie social relationships.

Responses to the questions related to this subject showed that a majority considered Grande Prairie a welcoming town in which a newcomer "fits in" easily. As for the administrators themselves, a large majority had found association in club and church groups, and they felt a secure sense of belongingness in a circle of friends.

Administrator Views of the Cultural and Economic Environment. Questions and responses related to this topic are reported in Table XVIII.

A majority found that the local shopping facilities left much to be desired. That Grande Prairie living costs were higher than elsewhere in Alberta was a unanimous opinion. Almost unanimous was the opinion that Grande Prairie's child-rearing environment was good or as good as that found anywhere. As for the remaining two items, the group was divided about equally: lack of local cultural opportunities, and the need for frequent trips to Edmonton were indicated by 8 and 7 of the respondents, respectively, as existing.

TABLE XVII
ADMINISTRATOR VIEWS OF
GRANDE PRAIRIE SOCIAL RELATIONSHIPS
(N = 14)

*No.	Questions	Responses	
C7b	Welcomes outsiders	**Yes	7
		No	5
C5	Newcomers fit in	Very easy	0
		Easy	8
		Difficult	3
C3	Church and club association	Actively	8
		Not at all	0
		Inactively	5
C2a	Belong to social group	Yes	11
		No	3
C2b	Describe association group	Friends	10
		Acquaintances	0

* See appendix for the administrator questionnaire.

** Cases where a total number of responses does not equal 14 are accounted for by the incompleteness of some questionnaires.

TABLE XVIII

ADMINISTRATOR VIEWS OF THE COMMUNITY

CULTURAL AND ECONOMIC ENVIRONMENT

(N = 14)

*No.	Questions	Responses
C13	Assess shopping facilities	Leave...desired 8 Adequate 5 Good 1
C12	Living expense higher	Yes 14 No 0
C 9	Trips to Edmonton	**Yes 7 No 6
C 4	Cultural opportunities	Yes 6 No 8
C 6	Good influence environment	Yes 7 No 1 As good as anywhere 6

* See appendix for the administrator questionnaire.

** Cases where a total number of responses does not equal 14 are accounted for by the incompleteness of some questionnaires.

Comparison and Comment. For a review of present teacher views of the community, see Tables VIII, IX and X. Administrators perceived the climatic conditions of Grande Prairie to be not as serious an annoyance as did teachers. However, on the question of Grande Prairie's relative isolation, administrators and the present teachers were strongly agreed - the 300 mile distance to Edmonton produced some dissatisfaction for more than 70 per cent of both groups.

In the sphere of social relationships, administrators were apparently socially integrated better than the present teachers. In contrast to the present teachers, most administrators saw the community as a welcoming one, where integration was easy, church or club association was the norm, and where all but three of their number felt a sense of belongingness to a social group which most described as a circle of friends. Administrator responses gave a more favorable picture of the Grande Prairie social climate than did those of the teachers.

In relation to the cultural and economic environment, administrators appeared to be more demanding. Though agreeing with the teachers, they were more critical of the town's shopping facilities, living costs, and cultural opportunities. They were more liberal in their views of the child-rearing environment, but on the need

for frequent trips to Edmonton, these views were similar to those of the teachers.

Present Teachers and Administrators Views of the School System: A Comparison

In this comparative analysis an attempt is made to determine the degree to which the administrators did identify with the teachers in their views of the school system. For present teacher views of the school system, see Tables XI, XII, XIII, XIV and XV.

Administrator Views of Teacher Salaries. This group of questions and responses, reported in Table XIX, attempted to determine administrator attitudes toward the salaries paid to teachers in the system. Opinions were expressed on the system's salaries as compared to those elsewhere, and on the subject of the premium salary scale.

On these two subjects, the administrators had rather clear positions. Nine out of 14 were convinced that salaries were better elsewhere in Alberta, and all 14 favored the premium salary scale as a means of attracting and holding teachers in their particular system.

Administrator Views of Job Security. This group of questions and responses, reported in Table XX, attempted to determine the degree of security of job that the system's administrators perceived. Ten of this group felt secure in

TABLE XIX

ADMINISTRATOR VIEWS OF TEACHER
SALARIES IN THE SCHOOL SYSTEM
(N = 14)

*No.	Questions	Responses	
J 9	Salaries better elsewhere	Yes	9
		No	1
		About the Same	4
S12	Premium salary scale	Yes	14
		No	0

* See appendix for administrator questionnaire.

their jobs or positions. Four considered their security doubtful. Twelve of the group perceived of the board as valuing their administrative services at least as much as the services of a teacher. Two respondents felt that they were merely being tolerated. These responses indicated a minority unsatisfied with their perceived degree of security.

Administrator Views of Their Association with the Chief Administrator, the School Superintendent. This group of questions and responses is reported in Table XXI.

Unanimous administrator opinion rated the superintendent as filling a helper-supervisor role. On the question of rating the superintendent, it is evident that most of the administrators saw him as an advisor-supervisor, efficient and helpful. Twelve of the 14 administrators saw the lines of administrative authority in the system as clear enough. The superintendent's influence in the Principals' association was considered by 5 administrators to be rather dominant. However, a strong majority considered the association to be very democratic. In cases of administrative problems with staff and/or board, there was considerable feeling by administrators that the superintendent assumed a typically compromising role with some support for both administrator and board. In summary, the administrators generally rated their

TABLE XX

ADMINISTRATOR VIEWS OF

JOB SECURITY IN THE SCHOOL SYSTEM

(N = 14)

*No.	Questions	Responses	
J11	Security in holding job	Yes	10
		No	0
		Doubtful	4
J 8	Board values your services	Indispensable	0
		Valuable as any teacher	12
		Tolerates you	2
		Wishes your resignation	0

* See appendix for administrative questionnaire.

TABLE XXI

ADMINISTRATOR VIEWS OF
ASSOCIATION WITH SUPERINTENDENT
(N = 14)

*No.	Questions	Responses
S13	Superintendent helping-supervising	Yes 14 No 0 Doubtful 0
S 5	Rate superintendent	Detrimental 0 Doubtful Value 1 Consultant 1 Good Advisor 7 Helpful Supervisor 5
S 9	Lines of administrative authority	Very Clear 0 Very Fuzzy 2 Clear enough 12
S 1	Principals' association	Principal 0 Superintendent 5 Democratic 8 Lacks Leadership 1
S 6	Staff problem (superintendent)	Support you 5 Advise you 1 Undecided 0 Compromise 8 Side against you 0
S 7	Board problem (superintendent)	Board 4 Undecided 4 Support you 1

* See appendix for administrator questionnaire.

association with the superintendent as satisfactory.

Administrator Views of their Association with the Board and School System. This group of questions and responses, reported in Table XXII, were an attempt to determine administrator views of their association with the school board and the school system in general. In this area of questioning a large majority of the administrators indicated satisfying association. Eleven out of 14 considered the board to be interested in their particular schools, but needing to rely more on the administrators for professional advice. All 14 expressed high job satisfaction in the school system. A majority expressed confidence in the authority structure of the system, and in the adequacy of such practices as new-teacher orientation. Freedom for creativity was considered to be welcomed by both board and superintendent. This group generally held to the idea that teacher work load in the system was heavy. Two features of this section were of interest: considerable frustration with the school board office was registered, and, in spite of majority approval of the system's total education offering, five administrators considered the system to be lacking in producing pride of achievement, and one considered it to be "in trouble" in this respect.

Administrator Views of Schools and Facilities.

This question area, reported in Table XXIII, deals with

TABLE XXII

ADMINISTRATOR VIEWS OF ASSOCIATION WITH BOARD AND SYSTEM
(N = 14)

*No.	Questions	Responses	
S 4a	Board particularly interested	Yes	11
		No	3
S10	Central office frustrating	**Yes	10
		No	3
S11	Rate school board	Lacking direction	0
		Reliant on Superintendent	0
		Incapable	0
		Need rely administrators	9
		Capable and effective	4
S15	Total education offering	As good as	8
		Lacking	5
		In trouble	1
		Better	0
S17	Help new teachers get started	Yes	11
		No	3
J 4	Freedom for creativity	Little need	0
		Superintendent frown	2
		Teachers	4
		Board alarmed	4
		Welcome	9
J 5	Recognized authority in position	Yes	8
		No	4
J 7	Job satisfaction	Yes	14
		No	0
J10	Teacher work load	Heavy	9
		Comfortable	5
		Light	0

* See appendix for administrator questionnaire.

** Cases where a total number of responses does not equal 14 are accounted for by the incompleteness of some questionnaires.

administrator assessment of the adequacy of the system's schools and facilities. Eight of the administrators considered the facilities to be improving and two others considered them to be already adequate. Three respondents stated that they were not adequate.

Comparison and Comment. Data for the comparison of present teacher views and school administrator views on the school system in which both groups work is reported in Tables XI, XII, XIII, XIV, XV, and XIX, XX, XXI, XXII and XXIII respectively.

On the matter of teacher salaries, majorities of both groups perceived salaries elsewhere as being higher. Both groups also showed majority agreement on the desirability of a premium salary scale for their school system. See Tables XI and XIX.

In regard to holding their jobs in the system, both administrators and present teachers indicated perceptions of a high degree of security. See Tables XII and XX.

Both groups commended the school superintendent very highly in his work of helping and supervising and both indicated that they enjoyed a satisfactory relationship with him. Large majorities of these two groups also agreed that the lines of authority in the school system were clear

TABLE XXIII

ADMINISTRATOR VIEWS OF THE
SYSTEM'S SCHOOLS AND FACILITIES

(N = 14)

*No.	Questions	Responses	
S14	School buildings and equipment	Not adequate	3
		Improving	8
		Adequate	2
		**Exceptional	0

* See appendix for administrator questionnaire.

** Cases where a total number of responses does not equal 14 are accounted for by the incompleteness of some questionnaires.

enough for efficient operation. See Tables XIII and XXI.

In viewing the school board and system, these two groups were in general agreement: job satisfaction was high in both; considerable pride of achievement was evident, though teacher work load was considered by majorities of both to be heavy; freedom for creativity was perceived as being present; large segments of both groups felt that the board was interested in and appreciative of their efforts. See Tables XIV and XXII.

Assessments of the adequacy of the schools and facilities in the system were much the same for both groups. The present teachers, however, tended to be a little more optimistic. Only 2 of the administrators considered the schools adequate and none considered them exceptional. See Tables XV and XXIII.

The Present Teachers and the Community Group View the Community: A Comparison.

This comparison was undertaken to determine whether teacher attitudes toward the community were unique to the teacher group or were shared by the community group as well. Data for this comparison are reported in Tables VIII, IX, X and XXIV, XXV and XXVI.

Community Group View of the Climatic Conditions.

This group of questions and responses, reported in Table

XXIV, attempted to determine community views of Grande Prairie.

Over 60 per cent of this group indicated that they liked the climate of their community either as well as or better than that of other parts of Alberta. Eighty per cent indicated either a strong reaction against the muddy conditions or at least indicated that they were bothersome. On the problem of keeping clothing clean, though just under half of the respondents considered it difficult, the majority felt that Grande Prairie residents had no unique problem. As to the community's relative isolation, 53 per cent or 42 of this group indicated that Edmonton's distance away made no difference. Only 15 per cent indicated concern about this fact.

Community Views of the Social Relationships. This group of questions and responses is reported in Table XXV. The welcome and integration of newcomers, club associations, and provision by the community for one's private life were a few of the aspects of the social relationships.

Very large majorities indicated that Grande Prairie was a place where outsiders were welcomed; newcomers integrated easily; a good deal of private and club association existed. Most people had a feeling of belongingness with circles of friends. However, a large majority also agreed

TABLE XXIV

COMMUNITY GROUP VIEW OF

CLIMATIC AND PHYSICAL CONDITIONS

(N = 79)

*No.	Questions	Responses	
C 1	Like weather and climate	**Yes	11
		No	27
		As well as	40
C 8	Grande Prairie mud	Very annoying	35
		Bothers some	29
		Don't mind it	12
C 9	Keeping clothing clean	Difficult	37
		Easy as anywhere	30
		No problem	12
C 6	300 miles to Edmonton	A little	25
		Much	12
		Makes no difference	42

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

that the community was "small townish".

Community Views of the Cultural, Economic Environment. The data for this area are reported in Table XXVI. Fifty per cent of this group liked living in Grande Prairie and an additional 10 per cent indicated that they liked it better than anywhere else they had lived. Six per cent indicated that they disliked it, and the remainder considered that they tolerated living there. Over 75 per cent found the shopping facilities adequate or even good. Less than 70 per cent of this group saw living expense as higher than elsewhere in Alberta. Just over 50 per cent, or 41 respondents, indicated that they did not feel the need for frequent trips to Edmonton. More than 75 per cent of this group indicated, to a lesser or greater degree, that they felt that the value placed by the community on education was high. Forty-three respondents, or more than half, considered Grande Prairie's cultural opportunities and environment were adequate. In assessing the child-rearing environment of the community, over 90 per cent saw it as good or at least as good as that found anywhere.

Comparison and Comment. Data for the comparison of present teacher views and community group views of the community of Grande Prairie are reported in Tables VIII, IX, X and XXIV, XXV, and XXVI respectively.

TABLE XXV

COMMUNITY GROUP VIEW OF
GRANDE PRAIRIE SOCIAL RELATIONSHIPS

(N = 79)

*No.	Questions	Responses	
C12b	Welcomes outsiders	**Yes	57
		No	19
C16	Newcomer fits in	Very easy	10
		Easy	52
		Difficult	15
C13	Entertaining in homes	Once per month	29
		Once per week	37
		Seldom	13
C14	Church or club association	Actively	51
		Inactively	20
		Not at all	8
C15a	Belong to social group	Yes	42
		No	36
C15b	Describe association group	Friends	34
		Acquaintances	22
C19	Grande Prairie "small townish"	Agree	69
		Disagree	8

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

TABLE XXVI
COMMUNITY VIEW OF THE
CULTURAL AND ECONOMIC ENVIRONMENT
(N = 79)

*No.	Questions	Responses	
C 2	Living in Grande Prairie	Like it better	8
		Like it	39
		Tolerate it	26
		Dislike	5
C 5	Assess shopping facilities	Leave...desired	19
		Adequate	46
		Good	14
C 4	Living expense higher	Yes	53
		No	25
C 7	Trips to Edmonton	Yes	36
		No	41
S 1	Community value on education	Yes	37
		To some extent	25
		Not high enough	12
C18	Cultural opportunities	Yes	43
		No	25
C17	Good influence environment	Yes	35
		No	4
		Good as anywhere	37

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

On the questions of climate and physical isolation, these groups showed decided differences. Where 65 per cent of the community group accepted the community's climate as good, or as good as anywhere else, a similar percentage of teachers indicated that they did not like it. While 55 per cent of the community group indicated that Edmonton's distance made no difference to them, only 25 per cent of the teachers indicated similar feeling. In spite of this apparent acceptance of the climate and physical conditions by the community group, these respondents indicated great annoyance and difficulty in contending with the mud and its resulting problems. Taking this whole question area into consideration, however, one might suggest that there is evidence that the community group were more attached to the community than were the teachers.

In regard to the social relationships of the community, the teacher perceptions of the situation were less favorable toward the community than were those of the community group. A smaller percentage of teachers viewed it as a welcoming community where newcomers may easily "fit in". Apparently, also a smaller percentage of teachers were as involved socially in clubs and entertainment as were the community group members. However, large majorities of both groups saw Grande Prairie as "small townish", indicating that in their view it had not developed as much as they would like to have seen it develop.

Board Member and Community Group Views of the Community of Grande Prairie: A Comparison.

This comparative analysis was undertaken to determine whether, and to what extent, board member views of their community were typical of the views of the community group. Data for this comparison are reported in Tables XXIV, XXV, XXVI, and XXVII, XXVIII and XXIX, respectively.

Board Member Views of the Climatic Conditions.

This group of questions and responses is reported in Table XXVII. Six out of the eight respondents indicated that they liked the weather and climate of their community as well as or better than that of other parts of Alberta. Half of the board members did not feel that Grande Prairie was in an isolated location; however, the other four respondents indicated that Edmonton's distance away did bother them a little.

Board Member Views of Social Relationships. This group of questions and responses is reported in Table XXVIII. A large majority of the 8 respondents of this group saw their community as a welcoming one and easy to fit into. A majority of this group also indicated that they were socially active.

TABLE XXVII

BOARD MEMBER VIEWS OF

THE CLIMATIC AND PHYSICAL CONDITIONS

(N = 8)

*No.	Questions	Responses	
C 6	Like weather and climate	Yes	1
		No	2
		As well as	5
C 9	300 miles to Edmonton	A little	4
		Much	0
		Makes no difference	4

* See appendix for community group questionnaire.

TABLE XXVIII

BOARD MEMBER VIEWS OF

SOCIAL RELATIONSHIPS

(N = 8)

*No.	Questions	Responses	
C13b	Welcome to outsiders	Yes	5
		No	1
C10	New comer fits in	Very Easy	1
		Easy	7
		Difficult	0
C12	Church or club association	Actively	5
		Inactively	3
		Not at all	0
C11a	Belong to social group	Yes	4
		No	4
C11b	Describe association group	**Friends	5
		Acquaintances	1

* See appendix for board member questionnaire.

** Cases where a total number of responses does not equal 8 are accounted for by the incompleteness of some questionnaires.

Board Member Views of the Cultural and Economic Environment. This group of questions and responses, reported in Table XXIX, was an attempt to show board member attitudes regarding the cultural and economic environment of the community.

Seven out of eight board members considered the shopping facilities of Grande Prairie to be either adequate or good. The group was evenly divided on the adequacy of the community's cultural opportunities. Seven rated the child-rearing influence environment to be good, and the remaining response indicated that it was as good as anywhere. As for the value placed by the community on education, there was unanimous feeling that it was not high enough. With regard to the matter of Grande Prairie's living expense being higher than most other Alberta points, 6 indicated that they agreed.

Comparison and Comment. Data for the comparison of board members views and community group views of the community of Grande Prairie are reported in Tables XXVII, XXVIII, XXIX, and XXIV, XXV, and XXVI.

Regarding the community, the board members views showed considerable similarity to those expressed by the community group. Large majorities of both groups liked the weather and climate, or they liked it at least as well as that of other places in Alberta. Grande Prairie's

TABLE XXIX

BOARD MEMBER VIEWS OF THE

CULTURAL AND ECONOMIC ENVIRONMENT

(N = 8)

*No.	Questions	Responses	
C 8	Assess shopping facilities	Leave...desired	1
		Adequate	5
		Good	2
C 7	Living expense higher	Yes	6
		No	2
C 1	Community value on education	Yes	0
		To some extent	0
		Not high enough	8
C 2	Cultural opportunities	Yes	4
		No	4
C 3	Good influence environment	Yes	7
		No	0
		As good as anywhere	1

* See appendix for board member questionnaire.

isolation made no difference to at least half of each group and though a few of the community group were bothered considerably by it, most of the remainder and all of the rest of the board members indicated that it bothered them little. On this whole question area, the board members' views concur with the community groups feelings.

In viewing the social relationships of the community, considerable agreement again was evident. Large majorities of both groups were associated with clubs, and saw their community as a welcoming one in which newcomers easily "fit in". Both groups also indicated a similar level of belongingness, and majorities of both indicated circles of friends.

In viewing the cultural and economic environment, board members and community group again showed broad similarity of opinion. Large majorities of both groups saw shopping facilities, higher living expense, the cultural opportunities and the influence environment with a high level of agreement. Only on the point of assessing the value placed on education by the community was there a departure from the pattern of agreement: all of the board members considered that such value was not high enough, whereas the community majority estimated the value placed as high or at least considerable.

Board Members and Community Group View the School System:
Some Comparisons

This comparison was undertaken to determine whether or not, or to what extent board member views of their school system, are in agreement with the views of the community group. Data for this comparison are reported in Tables XXX, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI and XXXVII.

Board Members View Teacher Salaries. The data on which these observations were based are reported in Table XXX. The board members did not favor hiring poorly qualified teachers in order to keep the salary budget low. Three out of the 8 board members saw Grande Prairie teacher salaries as being high enough "so that it is unlikely teachers are leaving the community for higher pay elsewhere". The remaining five disagreed. Six of the eight board members favored adoption of a premium salary scale as a means of attracting and holding teachers in the system.

Board Members Views of Job Security. The data related to this section is reported in Table XXXI. The board members saw Grande Prairie as a place where job security was high.

Board Member Views of the School System. Data related to this question area is reported in Table XXXII. Five of the eight board members rated the total education

TABLE XXX

BOARD MEMBER VIEWS OF

TEACHER SALARIES

(N = 8)

*No.	Questions	Responses	
S 8	Grande Prairie salary budget low	Yes	0
		No	8
S 9	Teacher salaries high enough	Agree	3
		Disagree	5
		No opinion	0
S10	Salaries unrelated to service	Senseless	3
		Close to truth	5
S11	Premium salary scale	Yes	2
		No	6

* See appendix for board member questionnaire.

TABLE XXXI

BOARD MEMBER VIEWS OF

JOB SECURITY IN GRANDE PRAIRIE

(N = 8)

*No.	Questions	Responses	
C 4	Job Security	Yes	7
		No	0
		Doubtful	0

* See appendix for board member questionnaire.

** Cases where a total number of responses does not equal 8 are accounted for by the incompleteness of some questionnaires.

TABLE XXXII
BOARD MEMBER VIEWS OF THE
SCHOOL SYSTEM
(N = 8)

*No.	Questions	Responses	
S 1	Total education program	Good as any	5
		Lacking	3
		In trouble	0
		Better	0
S 2	Lines of authority	Very clear	3
		Very fuzzy	0
		Clear enough	5
S 5	Board policy being implemented	Yes	6
		No	0
		In doubt	2
S 6	Confidence in teachers	Agree	3
		Disagree	1
		Doubtful	4
S 7	Few good teachers	Agree	0
		Disagree	6
		No opinion	2
S13	Help new teachers get started	Yes	7
		** No	0
S14	Superintendent helper-supervisor	Yes	7
		No	0
		Doubtful	1
S15	Teacher work load	Heavy	0
		Comfortable	8
		Light	0

* See appendix for board member questionnaire.

** Cases where a total number of responses does not equal 8 are accounted for by the incompleteness of some questionnaires.

offering of their system as being good or as good as that of any other city of comparable size in Alberta. However, 3 considered that the system was not producing pride of achievement. All of the board members considered that the system's authority lines were either very clear or at least clear enough. A large majority expressed confidence in a number of features of the system: board policy was being effectively implemented; new teacher orientation procedures existed; the superintendent was filling a helper-supervisor role; and the teacher work load was such that they were not overloaded but instead comfortably busy. As to expressing confidence in the teachers, the members were divided in opinion; three agreed that the staff was relatively good; one disagreed; four indicated doubt. One might conclude that the system, as perceived by the board members, was good and was functioning well; however, there was some expression of lack of confidence in the school system's staff.

The Board Member Views of the System's Buildings and Equipment. Data related to this question area are reported in Table XXXIII. Seven of the eight board members rated the system's facilities as adequate. Only one expressed some doubt, but indicated that they were improving.

TABLE XXXIII

BOARD MEMBER VIEWS OF
SCHOOLS AND FACILITIES

(N = 8)

*No.	Questions	Responses	
S17	Buildings and facilities	Not adequate	0
		Improving	1
		Adequate	7
		Exceptionally adequate	0

* See appendix for board member questionnaire.

Community Group View of Teacher Salaries. The data upon which these observations were based are reported in Table XXXIV. Almost 60 per cent of this group, or 46 respondents, indicated that they did not feel teacher salaries to be better elsewhere. On the question of the premium salary scale for teachers, over half, or 40 of those answering indicated that Grande Prairie must adopt it to attract and hold staff. Thirty-two, or 40 per cent, did not consider that it was needed.

Community Group View of Job Security in Grande Prairie. The data for this opinion is reported in Table XXXV. The community group according to this data was almost unanimous in its judgment of job security in Grande Prairie. Only 4 of the 79 respondents expressed some doubt on this point.

Community Group View of the School System. This data is reported in Table XXXVI. Opinions expressed regarding the teachers showed that this group did not view most of the former teachers as poor, and in judging teacher load, a large majority, 54 out of 79, indicated that they considered teachers neither overloaded nor under-worked, but instead comfortably busy. Fifty-two out of 79 respondents saw the total education offering as being as good as or better than that of other places in Alberta, of comparable size.

TABLE XXXIV
COMMUNITY GROUP VIEWS
OF TEACHER SALARIES
(N = 79)

*No.	Questions	Responses	
S 5	Salaries better elsewhere	**Yes	22
		No	12
		About the same	34
S 6	Premium salary scale	Yes	40
		No	32

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

TABLE XXXV

COMMUNITY GROUP VIEW OF
JOB SECURITY IN GRANDE PRAIRIE
(N = 79)

*No.	Questions	Responses	
C22	Job security	**Yes	74
		No	1
		Doubtful	3

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

TABLE XXXVI

COMMUNITY GROUP VIEWS OF

THE SCHOOL SYSTEM

(N = 79)

No.	Questions	Responses	
S 2	Total education offering	As good	46
		Lacking	11
		In trouble	9
		Better	6
S 3	Few good teachers	Agree	9
		Disagree	22
		No opinion	40
S 4	Teacher work load	Heavy	8
		Comfortably busy	54
		Light	2

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

Community Group Views of the School Buildings and Facilities. This question area with responses is reported in Table XXXVII. A large majority, 55 of the respondents or 70 per cent, indicated that the school system's buildings and facilities were adequate, if not exceptionally so.

The Premium Salary Scale. Comparison. For the purpose of this analysis, data regarding the premium salary scale are reported in Tables XXX and XXXIV. The board member majority did not favor a premium scale to attract teachers. A slight majority of the community group did favor its adoption.

Job Security. Comparison. For the purpose of this comparison, data regarding job security in Grande Prairie are reported in Tables XXXI and XXXV. Both groups considered Grande Prairie a location characterized by high job security.

The School System. Comparison. Data for this analysis, are reported in Tables XXXII and XXXVI. The community group tended to view the teachers more generously than did the board. Strong agreement was indicated by both groups in the assessment of the total education offering of the system; majorities in both labeled the program as good. Similar proportions of both groups perceived the teacher work load to be agreeably normal.

TABLE XXXVII
 COMMUNITY GROUP VIEWS OF
 SCHOOLS AND FACILITIES
 (N = 79)

*No.	Questions	Responses	
S 7	Buildings and facilities	**Not adequate	0
		Improving	17
		Adequate	36
		Exceptional	19

* See appendix for community group questionnaire.

** Cases where a total number of responses does not equal 79 are accounted for by the incompleteness of some questionnaires.

School Buildings and Facilities. Comparison.

Data for this comparison are reported in Tables XXXIII and XXXVII. Very large majorities of both groups saw the school system's buildings and equipment as adequate, and minorities of similar proportion saw them as at least improving.

Other Comparisons: Present Teacher Views and Board Member Views

Comparison of these two groups was, for the purposes of this study, considered to be appropriate, since serious differences in the relationship between them, it was assumed, could conceivably lead to low teacher satisfaction in this school system. Various comparisons were undertaken and they are reported in this section.

Board Member and Present Teacher Views of the Total Education Program offered by the School System.

Data for this comparison is reported in Tables XXXII and XIV. Approximately the same percentages of board members and present teachers responded to the various choices in the question regarding the total education offering of the system. More than 60 per cent of each group considered it to be as good as any other community of comparable size, and the remainder expressed either its lack in producing pride of achievement or the fact that they considered it to be in trouble for unapparent reasons.

Board Member and Present Teacher Views of the Teacher Workload. Data for this comparison are reported in Tables XXXII and XIV respectively. Some considerable differences of opinion existed on this point. The board members were unanimous in their opinion that most of the teachers were comfortably busy. Over 50 per cent of the teachers saw their work load as heavy.

The Board Members and Present Teachers Views on the Superintendent's Helping-Supervising Role. Data for this comparison are reported in Tables XXXII and XV. Ninety per cent of the present teachers considered the superintendent to be fulfilling his helping-supervising role. Seven out of eight board members indicated the same response.

Board Members and Present Teachers Views of the Community. The data for this comparison are reported in Tables XXVII, XXVIII and XXIX, and Tables VIII, IX and X.

Board member responses indicated that a majority perceived their community as providing, among other things, good shopping facilities and a good influence environment. Living expenses were admittedly high. The weather and climate were generally accepted by them, and the community was viewed as welcoming and friendly. The teachers, for the most part, disapproved of the weather and climate. A

substantial minority of them did not agree with the board member assessment of the social climate. They saw Grande Prairie as "small townish", and they remained aloof and unintegrated from the social whirl which was perceived by the board to be inclusive.

Board Members and Present Teachers Views of the Relative Isolation of Grande Prairie. Data for this comparison are reported in Tables XXVII and VII. The present teacher responses indicated that 75 per cent of the teachers saw the distance to Edmonton as that which constituted isolation. Of the board members, half of them indicated that to them the distance to Edmonton made no difference, and the remaining 4 respondents indicated only slight annoyance by the relative isolation.

Board Members and Present Teachers Views of the Grande Prairie Cost of Living. The data for this comparison is reported in Tables XXIX and X respectively. Large majorities of both of these two groups agreed that Grande Prairie living costs were perceived as higher than that of other parts of Alberta.

Board Members and Present Teachers Views of Teacher Salaries in the System. Data for this comparison are reported in Tables XXX and XI, respectively. Over 80 per cent of the teachers saw the need for a premium salary scale to make teachers want to come to and stay in

Grande Prairie. Six out of 8 or 75 per cent of the board members felt that the premium salary scale was not the answer to satisfying teachers in Grande Prairie. A majority also stated the view that they suspected that a teacher's salary had little to do with the satisfaction he derived from his job of serving humanity.

Opinions Regarding Teacher Turnover

In this section an attempt was made to present the major reasons advanced by the two groups, administrators and board members, as to why Grande Prairie had a high turnover of teaching staff.

Reasons Advanced by Administrators for High Teacher Turnover. Reasons have been listed in order of magnitude, i.e. the most-often stated reason is listed first:

1. Costs of living higher than elsewhere.
2. Teacher salaries not commensurate with the higher cost of living in Grande Prairie.
3. Isolation from Edmonton with the resultant high costs of transportation for university students, and summer session travel.
4. The type of teacher hired was often the young, adventure-seeker who was an inveterate mover.
5. The school board was too parent-oriented and expected teachers to adjust to this orientation.

5. Miscellaneous reasons included:

- (a) Small school system offered limited advancement.
- (b) For teachers with children, high school education had a poor reputation - low pass record.
- (c) There was too small a group of young unmarried people in the community to hold new young teachers.

Reasons Advanced by Board Members for High Teacher Turnover. Reasons have been listed in order of frequency of their mention by respondents:

- 1. There was a perceived lack of teacher and administrator leadership in the schools and in staff relations.
- 2. Many teachers were typical movers who were looking for adventure.
- 3. The existence of poor public attitude to professionals in general and to educators in particular;
- 4. Miscellaneous reasons included:
 - (a) Small system meant limited advancement.
 - (b) Community lacked extra-mural facilities.
 - (c) The community was isolated from Edmonton.
 - (d) Teacher salaries were not high enough.
 - (e) Living costs were high.

Summary

The administrators generally agreed with the present teachers in viewing their community. Its relative isolation, its high living costs, and the need for ties with a larger outside centre were three particular points of agreement. However, there were strong indications that the administrators had given a greater degree of acceptance to the community: the severe climate was not annoying to them; the social climate was viewed as somewhat more congenial; and 13 out of 14 respondents viewed the local child-rearing environment somewhat more generously.

From the data there is evidence that the administrators, to a considerable degree, agreed with the teachers in their views of the school system. Both groups generally perceived the school system favourably in its various aspects.

A degree of uniqueness was evident in the present teacher views of their community. According to data in their responses they appeared less integrated or more aloof than did their community group counterparts.

In the matter of viewing the community, there were indications that the board members rather accurately reflected the views of the community group. Only on the assessment of the value placed on education by the community

in general was there noticeable difference of opinion.

Large majorities of both the board and the community group agreed on the subjects of Grande Prairie job security, the adequacy of the total education program and the adequacy of the school system's facilities. On the subject of the premium salary scale, however, a majority of the board rejected it as an effective means of producing higher staff continuity, while a majority of the community group favoured its introduction.

Areas of disagreement in the comparisons made between board members' views and present teachers' views were teacher work load, the community with its inclement weather and isolation, and the adequacy of teacher salaries.

In comparing administrators' opinions regarding the reasons for staff turnover with the opinions of the board on the same topic one sees a difference in emphasis. Administrators emphasized teacher salaries, living costs in Grande Prairie, and Grande Prairie's isolation. Board member opinions were concerned with the teacher and the perceived deficiencies in his leadership and expectations.

CHAPTER VI

REVIEW AND CONCLUSIONS

I. INTRODUCTION

This chapter will review the problem of teacher turnover in Grande Prairie and will answer the various questions posed by the study.

II. REVIEW OF THE PROBLEM

From the data used to show the absolute and the comparative extent of the teacher turnover problem of Grande Prairie, an average of 32 per cent teacher turnover was recorded. (See Tables I and IV). Seventy per cent of leaving teachers were females, and 74 per cent of the mobiles had served less than two years with the system.

Teacher Reasons for Entering the School System

Fifty-four per cent of the former teachers (see Table VI) registered reasons which had only remote connection with their teaching careers. The reasons were for the most part external and included such items as domestic necessity, et cetera.

Teacher Reasons for Leaving the School System

Sixty-three per cent of the former teachers indicated reasons for leaving which showed only remote connection at best with their career interest (See Table VII). Personal reasons, husband transfer, et cetera, were

two notable reasons.

Present Teacher Attitudes Toward the Community

Present teacher responses indicated that they did not like the climate and the isolation of Grande Prairie, and that, since they did not consider Grande Prairie to be as yet sufficiently sophisticated socially, ties with the larger city of Edmonton were still considered essential. The city was also perceived as having high living costs.

Present Teacher Attitudes Toward the School System

Two points of dissatisfaction were evidenced in these data. Teachers' salaries were low and were resulting in a less-than-ideal standard of living for teachers. Teacher workload was heavy, contributing to little job satisfaction.

Administrator and Present Teacher Views of the Community

Though the administrators showed more acceptance of the community, indications are that they identified generally with the teachers in their views of its isolation, high living costs and need for continued ties with Edmonton to supplement its cultural and social environment.

Administrator and Present Teacher Views of the School System

These groups gave a generally favorable impression of the school system except for its teacher salaries. Both strongly agreed that salaries were too low for that

locality.

Present Teacher and Community Group Views of the Community

Differences in attitudes are evident in this comparison: the teachers disliked the community climate and isolation from Edmonton, while the community group in general accepted the physical conditions and thought little of its isolation. The teachers also appeared to be less community oriented and more aloof socially.

Board Member and Community Group Views of the Community

Both of these groups strongly agreed on a favorable view of the city of Grande Prairie as a place to live, although both admitted its high living costs.

Board Member and Community Group Views of the School System

Data from these groups indicate agreement in their favorable view of their school system. Both considered teacher workload as normal and both saw the operation of the system as something of which one should be proud. However, a majority of the board, though not admitting any need for a premium salary scale, did consider that teacher salaries were not high enough. Some also evidenced a lack of confidence in some of the teachers. Community group opinion is split in their attitude toward the premium salary scale, since a majority considered teacher salaries as already high.

Board Member and Present Teacher Opinions Compared

In this comparison, areas of agreement and areas of disagreement present themselves.

Both board and teachers expressed confidence in the education program being offered by the school system. The helper-supervisor role of the superintendent was generally viewed by both groups as adequate and facilitative. Perception of the high living costs of the community was shared by board members and teachers alike.

Differences of opinion relevant to the problem of teacher turnover were also very much in evidence. In relation to the community, teachers, in contrast to the board members, perceived the climate, the isolation, and the inadequate social environment as difficult to accept. Relative to their employment situation, high teacher workload and relatively low salaries as perceived by teachers, were unsatisfactory. The board members, on the other hand, generally accepted the climate, viewed the social environment as compatible, saw teachers as carrying only normal workloads, and refused to commit the community to a premium salary scale for teachers.

Board Member and Administrator Opinions Regarding Turnover

The administrators, speaking to a great extent for the entire teaching body, emphasized low salaries, high costs, and isolation as causes for teacher turnover.

The board members on the other hand considered the causes as related to inadequate administrator leadership and the recruitment of "mobility-prone" teachers in a community none-too-sympathetic to professionals.

III. CONCLUSIONS

In answer to the questions posed in Chapter III, the following conclusions have been drawn from this study:

1. Many teachers did not stay long in a centre, such as Grande Prairie, which was perceived as having severe climate, isolation from a larger centre, limited social and cultural opportunities, and high living costs.

2. The impression that workload was heavy, and salaries were lower than elsewhere contributed to teacher dissatisfaction in Grande Prairie.

3. Many teachers entered the Grande Prairie school system not to further their professional careers but for other reasons.

4. Many teachers left the employ of the Grande Prairie public school system for reasons which, seemingly bore little relationship to careers or life goals.

5. Generally, the low teacher acceptance of the community and their aloofness from its social life were not shared by the community group.

6. Though school administrators belong to a group elitest in salary, there is evidence that they

identified with teachers in their growing dissatisfaction with the community of Grande Prairie and its school system.

7. There was considerable agreement between the board members of the Grande Prairie school system and the community group on the subjects of the desirability of their community and the local school system.

8. Differences of opinion existed between the board members and the teachers. In disagreement with the board members, teachers did not see the community as a particularly desirable or adequate place to live. Teacher dissatisfaction grew under perceived heavy work loads, high living costs, and relatively mediocre salaries.

Basic differences of attitudes between board members and teachers increased employer-employee tension and in turn aggravated the problem of teacher turnover. The teacher was dissatisfied with the living conditions and his perceived low level of remunerative compensation. The board members, on the other hand, were looking for evidence of teacher and administrator leadership and for educators committed to making their homes and careers in the community which they themselves considered very desirable.

APPENDIX

Room #533,
Education Building,
University of Alberta,
Edmonton, Alberta.

Dear Grande Prairie Teachers:

By request of your school board and under the sponsorship of the Grande Prairie Principals' Association, I, with the assistance of a graduate student am undertaking a study of teacher turn-over in the Grande Prairie school system.

For the study we are dependent for information on a large number of people, mostly teachers, one group of which is the teachers who are presently teaching in the city of Grande Prairie. Some knowledge of your opinions of your school system and community is not only desirable but is essential to this enquiry.

Without consultation with other teachers, please complete the questions below, seal this questionnaire in the envelope provided, and return it to your principal for forwarding to my office. Please be assured that your complete anonymity will be maintained. Thank you for your assistance and promptness.

Yours truly,

W.D. Knill
Associate Professor of Education

System Related

1. a. Have you had any dissatisfactions in this system with your job appointments?

Some _____
None _____

- b. If some, indicate with whom. Principal _____
Superintendent _____

2. Do your academic qualifications match the teaching program appointment which you have been assigned this year?

Yes _____
No _____
Partly _____

3. Do you feel that your school board appreciates your efforts?

Some _____
 Little _____
 Not at all _____

4. Do you feel that the school board respects the educated opinions of its school staffs?

Some _____
 Little _____
 None _____
 Much _____

5. Do you feel that the Grande Prairie school system lacks in innovations in education in vogue in other Alberta cities?

Yes _____
 No _____

6. a. Do you feel that the system offers you freedom for creativity (own ideas)?

Yes _____
 No _____

- b. Can you see possible advancement for yourself with this system?

Yes _____
 No _____
 Doubtful _____

7. a. As for the assigning of teaching loads, how do you feel that this is being done?
 (Check one)

Superintendent appoints load _____
 Principal appoints courses or classes _____
 Teachers choose or have considerable _____
 to say in these decisions _____

- b. How would you rate the present procedure?

Satisfactory _____
 Unsatisfactory _____

8. Do you feel that in this school system the superintendent fulfills a helping role as well as a supervising role?

Yes _____
 No _____
 Doubtful _____

9. Rate your relationship with the school superintendent:

Congenial _____
 Business-like _____
 Slightly apprehensive _____

10. a. In your opinion does the Grande Prairie school system provide means to help new teachers get started in their jobs?

Yes _____
 No _____

b. If yes, please comment on specific means: _____

Job Related

1. Please indicate, including the present term, how many terms that you have taught with this sytem. _____ Years

2. Indicate your satisfaction with your job at present:

Very pleased _____
 Indifferent _____
 Displeased but putting up with it _____

3. Do you feel that salaries elsewhere in Alberta are generally better than in Grande Prairie? Yes _____
 No _____
 About the same _____

4. Would you say that your salary level is high enough to give you the standard of living in Grande Prairie to which you are accustomed? Yes _____
 No _____
 Hardly _____

5. Do you feel that your salary level is such that there is danger of the board replacing you with a teacher with lesser qualifications and less experience, and thus costing less? Yes _____
 No _____
 Possibly _____

6. Do you feel that in order to attract and hold teachers, Grande Prairie must offer teachers a premium salary scale, definitely better than the

scales of more central cities of Alberta?

Yes _____

No _____

Please comment: _____

7. a. Are you looking forward to staying with this system?

For several years _____

A year or two _____

Not after this year _____

b. What would definitely change (if anything would) your answer to the question 7a?

8. Rate the lines of administrative authority in your school system:

Very clear _____

Very fuzzy _____

Clear enough _____

9. In viewing the work load of the teachers of Grande Prairie, I would say:

Most are carrying a heavy load _____

Most are comfortably busy _____

Most are experiencing a comparatively light work load _____

10. In your particular occupation do you in Grande Prairie feel a strong sense of security in being able to hold your position with your employer?

Definitely Yes _____

No _____

Somewhat doubtful _____

11. Do you feel that the total education program offered in Grande Prairie is:

As good as any of a city of comparable size in Alberta _____

Lacking in producing pride of achievement _____

In trouble for seemingly unapparent reasons _____

Better than most systems of comparable size _____

12. Rate the statement: "In Grande Prairie a lot of teachers have come and gone but there have been very few good ones among them."

Agree _____
 Disagree _____
 Don't have an opinion _____

Community Related

1. Indicate your attitude toward living in Grande Prairie:

Like it very much _____
 As good as anywhere else _____
 Tolerate it _____
 Dislike it very much _____

2. Do you like the weather and climate better than that of other parts of Alberta?

Yes _____
 No _____

3. Does the Grande Prairie "mud" bother you?

A little _____
 A lot _____
 You don't notice it _____

4. How do you assess the shopping facilities of Grande Prairie?

Leave much to be desired _____
 Adequate _____
 Good _____

5. In order to keep clothes clean in Grande Prairie it is:

Difficult _____
 No more difficult than elsewhere _____
 No problem _____

6. Do you really think that Grande Prairie living expense is higher than most other places in Alberta?

Yes _____
 No _____
 About the same as _____

7. Does the fact that Grande Prairie is separated from Edmonton by about 300 miles bother you?

A little _____
 A lot _____
 Makes no difference _____

8. Do you look forward to getting out to Edmonton for pleasure and business trips as often as possible?

Yes _____
No _____

9. a. Were you reared in the Peace River block?

Yes _____
No _____

- b. Do you notice that Grande Prairie offers a noticeable welcome to outsiders coming in to make their home here?

Yes _____
No _____

10. Do you feel that for a newcomer to "fit in" to Grande Prairie society it is:

Very easy _____
Easy _____
Difficult _____

11. Would you say that your community places a high value on education? (Check one)

Yes definitely _____
To some extent _____
Not high enough _____

12. Are you satisfied that the cultural opportunities and cultural environment of Grande Prairie are adequate?

Yes _____
No _____

Please comment: _____

13. Do you entertain (visit) or are you entertained?

At least once per month _____
At least once per week _____
Seldom _____

14. Do you associate in a church or club group?

Actively _____
Inactively _____
Not at all _____

15. Do you often associate socially with your fellow-staffers?

Yes _____
No _____

16. a. Do you feel that you belong to a definite social group in Grande Prairie?

Yes _____
No _____

- b. Could you describe this association group?

Friends _____
Acquaintances _____

17. Do you feel that Grande Prairie offers a good influence environment in which to rear children?

Yes _____
No _____
As good as anywhere _____

18. What would you like to see changed in Grande Prairie city to make it a better place in which to live?

19. Grande Prairie is officially a city but it has been said that it suffers from being "small townish" in a number of respects.

Agree _____
Disagree _____

Please comment: _____

20. What definite advantages do you personally see in living in Grande Prairie over other places of comparable size in Alberta?

21. Most of Grande Prairie's schools and facilities are comparatively new. How do you rate the school buildings and equipment? (Check one)

Not adequate _____
Improving but not adequate _____
Adequate _____
Exceptionally adequate _____

Room #533,
Education Building,
University of Alberta,
Edmonton, Alberta.

Dear Administrator:

Re: Teacher Turn-over Study

In our study of teacher turn-over in the city of Grande Prairie, we have chosen five groups to assist the enquiry with information and data. Though you as school administrators form the smallest resource group, we feel that your opinions are of a unique importance to the study; thus, we have designed a questionnaire specifically for your use.

Without consultation with others, please complete the questions below. Your participation and promptness with this questionnaire, as well as the sponsorship of the study by your Principals' Association, are appreciated. Thank you.

Yours truly,

W.D. Knill
Associate Professor of Education

School System Related

1. Check the statement that most aptly describes the organizational structure of your principals' association.

Strongly oriented toward one influential

principal _____

Largely superintendent oriented _____

Very democratic _____

Lacking in leadership _____

2. Do you feel that your principals' association holds considerable power for policy-making in your system?

Yes _____

No _____

3. Who is the ultimate authority in your particular school? (Check only one)

An old teacher _____
 A favorite teacher _____
 The principal _____
 The superintendent _____
 A board member _____
 Undecided _____

4. a. Do you feel that the board or any of its members are particularly interested in your school?

Yes _____
 No _____

- b. If yes, in what ways is this shown? _____

5. In your curriculum planning and programming, how would you rate your superintendent? (Check one)

Unapproachable and/or detrimental _____
 Congenial but of doubtful value _____
 Another consultant _____
 A good adviser _____
 A helpful supervisor _____

Other (Specify) _____

6. In a staff problem can you depend upon your superintendent to: (Check one)

Support you _____
 Advise you _____
 Remain undecided _____
 Attempt a compromise _____
 Side against you _____

7. In a problem you might have with the board, your superintendent would likely: (Check one)

Support the board _____
 Remain undecided _____
 Support you _____

8. In a student problem, say of suspension of a pupil, which you as a principal might have, your superintendent would likely: (Check one)

Not become involved _____
 Support your stand _____
 Support the parents _____

9. Rate the lines of administrative authority in your school system:

Very clear _____
Very fuzzy _____
Clear enough _____

10. As an administrator, does the power or authority exercised by your system's central office ever frustrate you?

Yes _____
No _____

Please comment: _____

11. Rate your school board as you see it: (Check one)

Capable but lacking direction in school affairs _____
Too reliant on the superintendent for direction _____
Incapable of handling school affairs _____
Not relying enough on the superintendent and principals for advice _____
Very capable and effective _____

12. Do you feel that in order to attract and hold teachers, Grande Prairie must offer teachers a premium salary scale, definitely better than the scales of more centrally located small cities of Alberta?

Yes _____
No _____

Please comment: _____

13. Do you feel in this system the superintendent fulfills a helping role as well as a supervising role?

Yes _____
No _____
Doubtful _____

14. Most of Grande Prairie's schools and facilities are comparatively new. How do you personally rate the school buildings and equipment?

Check one. Not adequate _____
Improving but not adequate _____
Adequate _____
Exceptionally adequate _____

Please comment on your answer. _____

15. Do you feel that the total education program offered in Grande Prairie is:

As good as any of a city of comparable size in Alberta

Lacking in producing pride of achievement _____

In trouble for seemingly unapparent reasons _____

Better than most systems of comparable size _____

16. Rate the statement: "In Grande Prairie a lot of teachers have come and gone but there have been very few good ones among them."

Agree _____

Disagree _____

Don't have an opinion _____

17. a. In your opinion does the Grande Prairie school system provide means to help new teachers get started in their jobs?

Yes _____

No _____

- b. If yes, please comment on specific means _____

Job Related

1. As an administrator, how much release-time are you allowed per week? _____ hours. How do you rate your release-time?

Adequate _____

Barely adequate _____

Inadequate _____

Does your board, to your knowledge, have a stated policy for allowing release-time?

Yes _____

No _____

Please comment: _____

2. Are you expected to do some classroom visitation and teacher evaluation?

Yes _____

No _____

3. Would you say that your administrative allowance is adequate in exchange for your administrative duties?

Yes _____

No _____

4. As for freedom for creativity and innovation in administration, do you feel: (Check all that apply)
- Very little need for it _____
- Superintendent would frown upon it _____
- Teachers would buck it _____
- Board would be alarmed by it _____
- Board and superintendent would welcome it _____
- Other (specify) _____
5. Do you feel that your position, even before you came to it, has resident in it a high degree of recognized authority adequate for the proper handling and directing of teachers in your system?
- Yes _____
- No _____
6. Rate your role in this community's education system: (Check one)
- Professional employee facilitating board policy _____
- A leader initiating change _____
- Other: (specify) _____
7. Does your administrative position with the system give you a high degree of job satisfaction?
- Yes _____
- No _____
8. To what extent do you feel your board values your services? (Check one)
- As almost indispensable _____
- As valuable as any teacher _____
- Tolerates you as an employee _____
- Wishes that you would resign _____
9. Do you feel that salaries elsewhere in Alberta are generally better than in Grande Prairie?
- Yes _____
- No _____
- About the same _____
10. In assessing the work load of the teachers of Grande Prairie, I would say: (Check one)
- Most are carrying a heavy load _____
- Most are comfortably busy _____
- Most are experiencing a comparatively light load _____

11. In your particular occupation, do you feel a sense of security in being able to hold your position with your employer?

Definitely Yes _____
 No _____
 Somewhat doubtful _____

Community Related

1. Would you say that your community places a high value on education? (Check one)

Definitely yes _____
 To some extent _____
 Not high enough _____

2. Do you feel that you belong to a definite social group in Grande Prairie?

Yes _____
 No _____

Could you define this association group?
 (Check one)

Friends _____
 Acquaintances _____

3. Do you associate in a church or club group?

Actively _____
 Inactively _____
 Not at all _____

4. Are you satisfied that the cultural opportunities and cultural environment of Grande Prairie are adequate?

Yes _____
 No _____

Please comment: _____

5. Do you feel that for a newcomer to "fit in" to Grande Prairie it is:

Very easy _____
 Easy _____
 Difficult _____

6. Do you feel that Grande Prairie offers a good influence environment in which to rear children?

Yes _____
 No _____
 As good as anywhere _____

7. a. Were you reared in the Peace River block?

Yes _____
 No _____

- b. Do you sense that Grande Prairie community offers a noticeable welcome to outsiders coming in to make their homes here?

Yes _____
No _____

8. Rate the city of Grande Prairie as: (Check one)

An advancing community _____
Rather small-townish _____
Still a frontier community _____
Advanced commercially and culturally as any _____
Alberta city of comparable size _____

9. Do you look forward to getting out to Edmonton for trips as often as possible?

Yes _____
No _____

10. In your considered opinion, why does this community to a high degree fail to attract and hold teachers? _____

11. Do you like the weather and climate of Grande Prairie better than that of other parts of Alberta?

Yes _____
No _____
As well as _____

12. Do you really feel that Grande Prairie living expenses are higher than elsewhere in Alberta?

Yes _____
No _____

13. How do you assess the shopping facilities of Grande Prairie?

Leave much to be desired _____
Adequate _____
Good _____

14. Does the fact that Grande Prairie is separated from Edmonton by about 300 miles bother you?

A little _____
Much _____
Makes no difference _____

Room #533,
Education Building,
University of Alberta,
Edmonton, Alberta.

To Former Teachers of Grande Prairie,

Dear Colleagues:

At the request of the Grande Prairie city school board, we are undertaking a study of teacher turn-over in that school system. Because you are a former teacher of Grande Prairie, your co-operation and assistance with the study are sincerely requested.

This study is attempting to survey five important groups: former teachers, present teachers, board members, administrators, and a non-teacher community group. As a member of the first resource group, your opinions are of great importance to an adequate analysis of the problem.

Please complete the questionnaire below and return it in the enclosed stamped envelope. Your promptness will be appreciated. Please do not sign the questionnaire. Thank you.

Yours truly,

W.D. Knill
Associate Professor of Education

Community Related

1. a. Were you reared in the Peace River block?

Yes _____
No _____

- b. Did you sense that Grande Prairie offers a noticeable welcome to outsiders coming in to make their home here?

Yes _____
No _____

2. a. In your opinion, was Grande Prairie noticeably different from other communities in which you have lived?

Yes _____
No _____

b. If yes, in what respect? _____

3. Did you like the weather and climate of Grande Prairie better than that of other parts of Alberta?

Yes _____

No _____

As well as _____

4. How did you assess the shopping facilities of Grande Prairie?

Leave much to be desired _____

Adequate _____

Good _____

5. Did the fact that Grande Prairie is separated from Edmonton by about 300 miles bother you?

A little _____

Much _____

Made no difference _____

6. Did you really feel that Grande Prairie living expenses were higher than elsewhere in Alberta?

Yes _____

No _____

7. a. Did you feel that you belonged to a definite social group in Grande Prairie?

Yes _____

No _____

b. Could you describe your association group?

Friends _____

Acquaintances _____

8. Were your fellow staff members quick to extend a welcome to you socially?

Yes _____

No _____

9. Did you feel that for a newcomer to "fit in" to Grande Prairie it was:

Very easy _____

Easy _____

Difficult _____

Almost impossible _____

10. Did you associate in a church or club group?

Actively _____

Inactively _____

Not at all _____

11. Would you say that Grande Prairie community places a high value on Education? (Check one)

Yes, definitely _____
To some extent _____
Not high enough _____

12. Did you feel that Grande Prairie community offered a good influence environment in which to rear children?

Yes _____
No _____
As good as anywhere _____

13. Were you satisfied that the cultural opportunities and cultural environment of Grande Prairie were adequate?

Yes _____
No _____

Please comment: _____

14. List items related to both your likes and dislikes of the community of Grande Prairie:

<u>Likes</u>	<u>Dislikes</u>
_____	_____
_____	_____
_____	_____

Job Related

1. Do you feel that in order to attract and hold teachers Grande Prairie must offer teachers a premium salary scale, definitely better than the scales of more central cities of Alberta?

Yes _____
No _____

Please comment: _____

2. Did you feel that salaries elsewhere in Alberta were generally better than in Grande Prairie?

Yes _____
No _____
About the same _____

3. In your particular job in Grande Prairie did you feel a strong sense of security in being able to hold your position with your employer?

Definitely Yes _____
 No _____
 Somewhat doubtful _____

4. Rate the lines of administrative authority in the Grande Prairie school system.

Very clear _____
 Very fuzzy _____
 Clear enough _____

5. Did you feel that the school superintendent fulfilled a helping role as well as a supervising role?

Yes _____
 No _____
 Doubtful _____

6. Did you find that any aspect of your job was ever misrepresented to you before employment?

Yes _____
 No _____

Please comment: _____

7. Did you feel that the total education program offered in Grande Prairie was:

As good as any of a city of comparable size in Alberta

Lacking in producing pride of achievement _____
 In trouble for seemingly unapparent reasons _____
 Better than most systems of comparable size _____

8. Rate the statement: "In Grande Prairie a lot of teachers have come and gone but there have been very few good ones among them."

Agree _____
 Disagree _____
 Don't have an opinion _____

9. In viewing the work load of the teachers of Grande Prairie I would say:

Most are carrying a heavy load _____
 Most are comfortably busy _____
 Most are experiencing a comparatively light work load _____

10. Assessing the students of Grande Prairie generally, how would you describe them? Check all items that apply.

Friendly and mannerly _____
 Capable and willing _____
 Indicated high educational home expectations _____
 Indicated signs of limited cultural environment _____
 Displayed poor past teaching _____
 Displayed poor home attitudes _____
 Displayed little academic ability _____

11. Most of Grande Prairie's schools and facilities are comparatively new. How did you personally rate the school buildings and equipment? (Check one)

Not adequate _____
 Improving but not adequate _____
 Adequate _____
 Exceptionally adequate _____

System Related

1. Name the person or thing that was of most influence in having you choose the Grande Prairie system as your employer.

2. a. Were you a bursary student under obligation to the Grande Prairie school board?

Yes _____
 No _____

- b. If yes, did you have any dissatisfaction whatever as a bursary recipient?

Yes _____
 No _____

Please comment: _____

3. In your opinion, did the Grande Prairie system provide means to help new teachers get started in their jobs?

Yes _____
 No _____

If yes, please comment on specific means: _____

4. Did you find any dissatisfaction with respect to:

Getting paid on time _____
 Getting a poor salary evaluation _____
 School board office personnel _____

5. Were there indications that the board was sympathetic with the teaching staff and its problems?

Very much _____
 Some _____
 Little _____
 Very little _____

6. Did you find an easy or free relationship existing between you and the superintendent during your employ with the board?

Yes _____
 No _____

Please comment: _____

7. In your association in the Grande Prairie school system, did you find the administration to be:
 (Check all items that apply)

Helpful _____
 Weak _____
 Strong _____
 Indecisive _____
 Decisive _____
 Obstructionist _____

8. Did you feel that the system's administrative officers charged you with responsibilities for things which you were not made aware were within your sphere of duty?

Yes _____
 No _____

Please comment: _____

9. From the list please check the item which best describes your reason for severance from the Grande Prairie school system:

Left for better position _____
 Left for better salary _____
 Left for further education _____
 Asked to resign _____
 Husband transferred _____
 Resigned in lieu of being asked to resign _____
 Retired from the profession _____
 Contract not renewed by the board _____
 Personal (including domestic or matrimony) _____
 Other (specify) _____

10. From the list please check one blank opposite each item which describes the Grande Prairie school system:

	Very Apparent	Somewhat Apparent	Not Apparent	Don't Know
Board overstressed economy				
Education has a good reputation				
Teachers endure low prestige				
Parents are sympathetic to teachers				
Student discipline problems are numerous				
There is well-defined policy for handling discipline problems				
Laggard student policy either does not exist or is ineffective				
Board attitudes are dynamic and imaginative				
The administrative-helping aspect is lacking				
New teachers feel left alone to prove themselves before a criti- cal staff and public				
School student social climate is excellent				
Community offers little opportuni- ty for educational advance of teachers				
The school system is small and offers little job advancement				
The school system displays a clear-cut guiding philosophy of education				

Room #533,
Education Building,
University of Alberta,
Edmonton, Alberta.

School Board Members of Grande Prairie City.

Dear Mrs. McIntosh:

This letter is being sent to you in connection with the study that is currently being undertaken on staff turn-over in the Grande Prairie city school system. From school board members who have either held or are now holding office, we are requesting assistance in the form of the questionnaire below. We believe that your considered opinions as board members, people strategically involved in the community's education, are vital to the body of information needed for the analysis of this problem.

Without consultation, kindly complete the questions and return this questionnaire to me in the enclosed self-addressed envelope. Your promptness will be appreciated. Please be assured that the complete anonymity of your questionnaire will be maintained.

I feel certain that education in Grande Prairie will be enhanced by the results of this enquiry. Thank you for your help with the study.

Yours truly,

W.D. Knill
Associate Professor of Education

System Related

1. Do you feel that the total education program offered in Grande Prairie is: (Check one)

As good as any of a city of comparable size in Alberta

Lacking in producing pride of achievement _____
In trouble for seemingly unapparent reasons _____
Better than most systems of comparable size _____

2. Rate the lines of administrative authority in your school system: (Check one)

Very clear _____
Very fuzzy _____
Clear enough _____

3. If you could change the Grande Prairie school system, which of the following changes would you like to see made. Check all statements agreed with.

- Turn policy-making over to the superintendent who is an Education expert
- Spend more money on teachers' salaries
- Set up a board committee to recruit teachers
- Set up a board-principal committee to tighten control on the quality of teaching and supervision in the schools
- Make the superintendent more of an advisory officer of the board and less of an independent executive
- Instead, or in addition, I would

4. Rate the statement: "A good teacher doesn't need a lot of education; rather, he must have those elusive qualities which show him to be dedicated to his job." (Check one)

- Senseless statement
- Close to the truth
- It has serious flaws

5. In your opinion, is board policy being effectively implemented in the schools? (Check one)

- Yes
- No
- In doubt

6. "As a board member, I feel that Grande Prairie presently has as good teachers as you will find anywhere in Alberta."

- Agree
- Disagree
- Doubtful

7. Rate the statement: "We have seen a large number of teachers come and go in this community, but there have been very few good ones among them"

- Agree
- Disagree
- Don't have an opinion

8. Do you favor teachers with minimum qualifications and experience so that the Grande Prairie city salary budget will be lower?

Yes _____
No _____

9. "Grande Prairie teachers' salaries are sufficiently high so that it is unlikely that teachers are leaving the community for higher pay elsewhere."

Agree _____
Disagree _____
Don't have an opinion _____

10. Rate the statement: "Teachers' salaries have really little to do with whether or not a teacher is satisfied in the realization that he is doing a good job of serving humanity."

Senseless statement _____
Close to the truth _____

11. Do you feel that in order to attract and hold teachers, Grande Prairie must offer a premium salary scale, definitely better than scales in more central cities of Alberta?

Yes _____
No _____

Please comment. _____

12. Do you feel that this board should change its methods of advertising and recruiting teachers?

Yes _____
No _____

If yes, suggest how: _____

13. In your opinion, does the school system provide means to help new teachers get started in their jobs?

Yes _____
No _____

If yes, please comment on specific means: _____

14. Do you feel that in your school system the superintendent fulfills a helping role as well as a supervising role?

Yes _____
No _____
Doubtful _____

15. In viewing the work load of the teachers of Grande Prairie, I would say:

Most are carrying a heavy load _____
 Most are comfortably busy _____
 Most are experiencing a comparatively light work load _____

16. In your opinion, a good teacher should be expected to: (Check all that apply)

Get the students through their grades _____
 Work efficiently regardless of high or mediocre pay _____
 Have a thorough University training _____
 Be an active community member _____
 Be a firm disciplinarian _____
 Get along well with students _____
 Get along with staff _____

Other (specify): _____

17. Most of Grande Prairie's schools and facilities are comparatively new. How do you personally rate the school buildings and equipment? (Check one)

Not adequate _____
 Improving but not adequate _____
 Adequate _____
 Exceptionally adequate _____

18. What considered opinion do you hold as to the causes of teacher turn-over in Grande Prairie?
 Please be specific. _____

Community Related

1. Would you say that this community puts a high value on education?

Yes definitely _____
 To some extent _____
 Not high enough _____

2. Are you satisfied that the cultural opportunities and cultural environment of Grande Prairie are adequate?

Yes _____
 No _____

Please comment: _____

3. Do you feel that Grande Prairie offers a good influence environment in which to rear children?

Yes _____
 No _____
 As good as anywhere _____

4. In Grande Prairie in your particular occupation, do you feel a strong sense of security in being able to hold your position with your employer? (If self-employed, please answer question generally.)

Definitely Yes _____
 No _____
 Somewhat doubtful _____

5. Do you feel that salaries elsewhere in Alberta are generally better than in Grande Prairie?

Yes _____
 No _____
 About the same _____

6. Do you like the weather and climate of Grande Prairie better than that of other parts of Alberta?

Yes _____
 No _____
 As well as _____

7. Do you really feel that Grande Prairie living expenses are higher than elsewhere in Alberta?

Yes _____
 No _____

8. How do you assess the shopping facilities of Grande Prairie?

Leave much to be desired _____
 Adequate _____
 Good _____

9. Does the fact that Grande Prairie is separated from Edmonton by about 300 miles bother you?

A little _____
 Much _____
 Makes no difference _____

10. Do you feel that for a newcomer to "fit in" to Grande Prairie it is:

Very easy _____
Easy _____
Difficult _____

11. a. Do you feel that you belong to a definite social group in Grande Prairie?

Yes _____
No _____

- b. Could you describe this association group?
(Check one)

Friends _____
Acquaintances _____

12. Do you associate in a church or club group?

Actively _____
Inactively _____
Not at all _____

13. a. Were you reared in the Peace River block?

Yes _____
No _____

- b. Do you sense that Grande Prairie offers a noticeable welcome to outsiders coming in to make their home here?

Yes _____
No _____

Room #533,
Education Building,
University of Alberta,
Edmonton, Alberta.

Dear Grande Prairie Community Members,

At the request of the Grande Prairie city school board and under the sponsorship of the Grande Prairie School Principals' Association, we are engaged in studying the problem of teacher turn-over in your local community. The high mobility of teachers to and from the Grande Prairie school system presents a recurring problem in the staffing of Grande Prairie schools.

This study is dependent on a large number of people for information regarding the community of Grande Prairie. Your opinions as a community member of some standing are of great value to this enquiry. May we ask you to assist us by filling in the questionnaire below and returning it in the enclosed self-addressed envelop? Your prompt participation will be greatly appreciated. Thank you.

Yours truly,

W.D. Knill
Associate Professor of Education

Community Related

1. Do you like the weather and climate of Grande Prairie better than that of other parts of Alberta? (Check appropriate blank)

Yes _____
No _____
As well as _____

2. a. Indicate your attitude toward living in Grande Prairie:

like it better than anywhere else you've lived _____
like it _____
tolerate it _____
dislike it _____

- b. Please comment: _____

3. Would you consider retiring in Grande Prairie?
- Would like to _____
Wouldn't be too bad _____
Would not like to _____
4. Do you really feel that Grande Prairie living expenses are higher than elsewhere in Alberta?
- Yes _____
No _____
5. How do you assess the shopping facilities of Grande Prairie?
- Leave much to be desired _____
Adequate _____
Good _____
6. Does the fact that Grande Prairie is separated from Edmonton by about 300 miles bother you?
- A little _____
Much _____
Makes no difference _____
7. Do you look forward to getting out to Edmonton for pleasure and business trips as often as possible?
- Yes _____
No _____
8. Does the Grande Prairie "mud" bother you?
- It's very annoying _____
Bothers you some _____
You don't mind it _____
9. In order to keep clothing clean in Grande Prairie, it is:
- Difficult _____
Easy as anywhere _____
No problem _____
10. Check the statement which in your opinion best describes the way in which Grande Prairie civic affairs are handling.
- Very efficient for a growing prosperous _____
Community _____
Efficient but showing some lack of co-ordination _____
Somewhat inefficient civic government _____
Grossly inefficient and incompetent _____

11. What definite advantages do you see in living in Grande Prairie over other places of comparable size in Alberta? _____
-
12. a. Were you reared in the Peace River block?
- Yes _____
No _____
- b. Do you notice that Grande Prairie offers a warm welcome to outsiders coming in to make their home here?
- Yes _____
No _____
13. Do you entertain (visit) or are you entertained?
- at least once per month _____
at least once per week _____
seldom _____
14. Do you associate in a church or club group?
- Actively _____
Inactively _____
Not at all _____
15. a. Do you feel that you belong to a definite social group in Grande Prairie?
- Yes _____
No _____
- b. Could you describe this association group?
- Friends _____
Acquaintances _____
16. Do you feel that for a new comer to "fit in" to Grande Prairie it is:
- Very easy _____
Easy _____
Difficult _____
17. Do you feel that Grande Prairie offers a good influence environment in which to rear children?
- Yes _____
NO _____
As good as anywhere _____

18. Are you satisfied that the cultural opportunities and cultural environment of Grande Prairie are adequate?

Yes _____
No _____

Please comment: _____

19. Grande Prairie is officially a city but it has been said that it is "small-townish" in a number of respects.

Agree _____
Disagree _____

Please comment: _____

20. Comment of the statement: "There are many people in Grande Prairie who are dissatisfied and would like to leave the community."

Agree _____
Disagree _____

If you have indicated agreement, what reason would you advance for the prevalent dissatisfaction? _____

21. Personally, what would you like to see changed in Grande Prairie to make it a more desirable place in which to live? _____

22. In your particular occupation in Grande Prairie, do you feel a sense of security in being able to hold your position with your employer?

Definitely Yes _____
No _____
Somewhat doubtful _____

23. If your firm gave you the opportunity to transfer to a more southerly location in Alberta, would you:

Be anxious to accept the transfer _____
Accept it only if it meant a
promotion or pay increase _____
Not welcome it in the foreseeable future _____

School Related

1. Would you say that your community places a high value on education? (Check one)

Yes definitely _____
To some extent _____
Not high enough _____

2. Do you feel that the total education program offered in Grande Prairie is: (Check one)

As good as any of a comparable sized city in
Alberta _____

Lacking in producing pride of achievement _____

In trouble for seemingly unapparent reasons _____

Better than most systems of comparable size _____

3. Rate the statement: "In Grande Prairie a lot of teachers have come and gone but there have been very few good ones among them."

Agree _____

Disagree _____

Don't have an opinion _____

4. In viewing the work load of the teachers of Grande Prairie, I would say:

Most are carrying a heavy load _____

Most are comfortably busy _____

Most are experiencing a comparatively light
work load _____

5. Do you feel that salaries elsewhere in Alberta are generally better than in Grande Prairie?

Yes _____

No _____

About the same _____

6. Do you feel that in order to attract and hold teachers, Grande Prairie must offer teachers a premium salary scale definitely better than the scales of more central cities of Alberta?

Yes _____

No _____

Please comment: _____

7. Most of Grande Prairie's schools and facilities are comparatively new. How do you personally rate the school buildings and equipment?

Not adequate _____

Improving but not adequate _____

Adequate _____

Exceptionally adequate _____

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